

# Kintore School Nursery Day Care of Children

Kintore School  
Castle Walk  
Kintore  
Inverurie  
AB51 0RU

Telephone: 01467 539 975

**Type of inspection:**  
Unannounced

**Completed on:**  
20 February 2024

**Service provided by:**  
Aberdeenshire Council

**Service provider number:**  
SP2003000029

**Service no:**  
CS2003016316

## About the service

Kintore School Nursery is registered to provide a daycare of children service to a maximum of 85 children, aged from two years to those not yet attending primary school, of whom no more than five may be aged two to three.

The service is based within Kintore Primary School and the service provider is Aberdeenshire council. The setting consists of two large playrooms and a fully enclosed outdoor area. Children also have access to school facilities. The service is within easy access to the local amenities such as the parks, woodland areas and shops.

## About the inspection

This was an unannounced inspection which took place on 19 February 2024 between 09:00 and 17:45. Two inspectors from the Care Inspectorate carried out the inspection.

To prepare for 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:

- observed children using the service
- received feedback from nine families from our online questionnaire
- received feedback from nine staff from our online questionnaire
- spoke with the staff and management team
- observed practice
- reviewed documents.

## Key messages

- Children were happy, confident and settled.
- Children were leaders of their own play and learning.
- The staff team worked well together to meet children's needs.
- Strong leadership ensured a culture of continuous improvement.
- Staff used their skills and knowledge to ensure high quality outcomes for children.

## 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, kind, and caring. Children were seen to engage well with staff and invite them into their play. Staff knew children well and showed a genuine interest in their individual needs and preferences. Parents told us, "The staff are so caring, patient and fun with the children. They are always trying to make each day new and exciting; they are so smiley and welcoming each morning" and "The staff are all extremely lovely and care for my child well."

Personal planning approaches supported children to reach their full potential. Each child benefitted from a personal plan that contained up to date, relevant and detailed information which was used by the staff team to support children as individuals. Children's care and learning routines were recorded, and staff cared for children with kindness and compassion. Children with medical needs benefitted from effective care plans. We suggested these should be extended to some children with additional support needs. Management shared recently developed plans for 'SHANARRI passports' which had been created to support children with additional support needs. These had been drawn together using wellbeing Indicators; Safe, Healthy, Achieving, Nurtured Active, Respected, Responsible and Included (SHANARRI) and identified individual supports required for children. We suggested that the use of 'SHANARRI passports' could be extended to all children with any identified need, further supporting the staff team to consistently plan for children's individual needs holistically.

Mealtimes were a key area for development within the service and children benefitted from rich, unhurried meal and snack times. Consideration had been given to the environment and mealtime experience to ensure plenty of opportunities for independence, for example, children setting the tables, serving their own foods and washing their plates after eating. Staff ate with children offering opportunities to role model good table manners and turn taking. Children were relaxed as they chatted with staff and friends whilst eating which supported language development. Healthy and plentiful food and fresh drinks supported children to be healthy and nourished.

Robust medication and nappy changing procedures ensured children were safe and healthy.

### Quality Indicator 1.3: Play and Learning

Children were very busy and were leading their own play. They enjoyed exploring and investigating a variety of resources both indoors and outside. Children's interests were well supported by staff. For example, outdoors children were drawing around themselves with chalk. They invited adults into their play and drew around them, which led to creating a house for the staff member. We saw adults using open questions such as 'what will you need?' and 'where could we look?' This encouraged the children to problem solve and extend their thinking as they built walls for their house. Children supported each other, trying out different materials and solutions. We saw that quality interactions and resources contributed to children's interests and curiosities, promoting their learning and development.

Children's imagination, engagement and natural curiosity were very well supported through providing a

range of loose parts, real and open-ended resources both inside and outdoors. We saw children moving resources to support their play. Children created a hairdresser in the house corner and moved a chair over to the sink so they could wash hair. As the children worked together to create and act out imaginative scenarios, we saw them co-operate with each other, share and turn-take.

Opportunities to explore literacy, language and numeracy were naturally embedded in the environment. Real resources such as, keyboards, TV remote controls, scales, clocks, measuring tapes, maps, clip boards and mark making materials were on offer to support their play. We observed children using these well during their play, for example, children used materials in the outdoor shed to create tickets for their show they were performing. When a child asked a staff member what time it was, we saw them go over to the clock together talk about where the hands were on the clock and what time it was. These opportunities supported children's early literacy and numeracy development.

Child led planning took into consideration the different areas within the setting and the interests of the children. Clipboards on the wall meant planning was easily accessible for all staff to be involved. The setting used book creator to support their intentional planning. The children's voice, links to the Curriculum for Excellence, tracking and monitoring and observations of the children were evident. This was shared with children and parents which meant they were able to revisit learning.

Learning journals documented observations and captured individual learning for children. These contained an overview of child development and observations with links to the 'Curriculum for Excellence' and 'Bumps to Bairns'. Observations took account of what was seen and the children's voice. Next steps were highlighted, where appropriate which supported staff to plan children's experiences, offer individualised support and provide children with challenge and depth to learning.

Children's opportunities were enhanced through very good connections with the wider community. There were opportunities to explore the local area through activities such as visits to the shops, walks in the area, exploring the local parks and links with the local church and care home. This encouraged children to get involved within the community and feel a sense of belonging.

## 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 setting was well furnished, cosy and comfortable. It was well ventilated and benefitted from lots of natural light. There was ample space indoors and outdoors for children to play and explore together or alone if they chose to do so. The playrooms were spacious and reflected children's interests and planned learning experiences. Children's artwork and drawings were displayed around the setting giving children the strong message that they matter. Parents all agreed with the statement, 'The setting is well furnished, comfortable and homely' and a parent commented, "The nursery has a lovely clean welcoming space for the children to play, with an enclosed garden they can safely explore. I like the big open space the children have indoors and out with a great selection of toys."

Play spaces both indoors and outdoors reflected current interests and were resourced to support individual learning and offer challenge. There were opportunities for children's curiosity, enquiry and creativity encouraging them to explore using real, natural and open-ended resources. Staff recognised the benefits of

outdoor play and provided children with daily opportunities for free flow access between the indoor and outdoor areas. A parent told us, "The outdoor area is used daily by children who enjoy being outdoors."

Effective risk management and infection prevention and control measures helped ensure children benefitted from a safe and clean environment. For example, children and staff were confident in effective hand washing procedures. Personal protective equipment (PPE) was available and stored appropriately for support with personal care needs.

Children and family's information was kept securely on computer systems or locked in cabinets. Sensitive information was only shared with those who needed the information to meet children's needs. As a result, children's information was protected and storage complied with relevant best practice.

## 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/people, therefore we evaluated this key question as very good.

### Quality Indicator 3.1: Quality assurance and improvement are led well

The service vision, values and aims were evident within the setting. They were child centred and embedded into practice. A recent consultation with parents had been undertaken and management were in the early stages of collating the information to support their review. This helped ensure children and families were valued and included.

Children and families were regularly consulted and feedback gathered to support the development of the service. We saw evidence of a blend of formal questionnaires and more informal processes being used to gather feedback from families and how these had been used to develop the service. We suggested how this could be shared with children and families, further supporting them to be included and involved in the service delivery.

Quality assurance, including self-evaluation and improvement planning processes were developed and resulted in a cycle of continuous improvement. An extensive quality assurance calendar was in place and management team had identified areas where this could be developed. The current improvement plan was well considered, relevant and had been developed through self-evaluation processes. We suggested ways that improvements made could be documented more effectively. Most staff were aware of the key areas for development and the impact of progress made. The staff team were committed to embedding a culture of self-reflection and evaluation into their practice. This was resulting in children and their families experiencing positive outcomes. All parents agreed with the statement, 'I am confident the setting is well managed'.

## 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/people, therefore we evaluated this key question as very good.

### Quality Indicator 4.3: Staff deployment

Staff deployment was very good, supporting the supervision of children in the different spaces used. Staff communicated well, face to face and using walkie talkies to ensure effective communication and that staff

knew children were moving from one space to another. Staff were flexible when needed to ensure continuity for the children, for example, moving to other areas and spaces depending on the number and needs of the children. The nursery was appropriately staffed throughout the inspection, with staff moving around the playroom and outdoors to ensure children's play and learning was supported as needed and children were safe. Staff managed their working pattern and lunch breaks well to ensure continuity of care across the day. A parent told us, "Donna and her team are well organised and make the effort to know the parents and siblings of the children attending nursery. Donna is very frequently at the front door greeting children and parents in the morning and the children know her well." Another commented, "Donna is a lovely friendly manager who is easy to talk to, we feel at ease in the nursery seeing how well everyone works together as a team. All of the staff are welcoming and take the time to talk about our child's day. Everything is organised with good routines and we are always kept up to date with newsletters and information on the board as you enter nursery. As well as sharing on the learning journals."

All staff had accessed basic training and a range of other training opportunities. Staff were reflecting on their training and how this had impacted service delivery. We suggested these could be revisited after a period to evaluate the long-term impact of training. Staff confidently discussed training opportunities accessed and further training plans. This meant that children benefitted from a staff team with a mix of skills, knowledge and were keen to develop their skills and learning. All parents strongly agreed with the statement, 'I am confident that staff have the appropriate skills, knowledge and experience to care for my child and support their learning.'

New staff were well supported through a detailed induction programme. The service had made good use of 'The National Induction Resource', which supported new staff to evaluate and reflect on key aspects of their practice. As a result, staff were clear in their understanding of their roles and responsibilities.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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