

Kinneil Primary School, Early Learning and Childcare Class Day Care of Children

Dean Road
Bo'ness
EH51 0DJ

Telephone: 01506 778 362

Type of inspection:
Unannounced

Completed on:
4 March 2024

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043646

About the service

Kinneil Primary School, Early Learning and Childcare Class is in Bo'ness. They are registered to deliver a daycare of children service for Falkirk Council. A maximum of 64 children may be cared for at any one time from the age of three years to an age not yet attending primary school.

The service is located in a designated area of the primary school. Children have access to a large playroom, outdoor area, a sensory room and toilet facilities.

The service is close to local attractions, green spaces, other amenities and can be reached by transport links.

About the inspection

This was an unannounced inspection which took place on Monday 4 March 2024 between 08:30 and 17:15. 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 children using the service and observed their play
- spoke with five families and received feedback from 11 families via an electronic link
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were settled, engaged in play and happy to explore the learning environment.
- Staff interacted with children in a calm and caring manner.
- Staff promoted partnership working with families and agencies to ensure positive outcomes for children.
- Children were able to lead their play and learning without disruption.
- Children benefitted from a dedicated and enthusiastic staff team.
- The service was led by a committed and supportive leadership team that had influenced positive change.
- Leadership was encouraged at all levels as staff led on developing play and learning experiences.
- Staff should be involved in reviewing policies to support the delivery of the service.

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 evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children benefitted from staff's commitment to ensure they experienced warm, caring, and nurturing approaches. Nearly all staff were aware of what was important to each child, their likes, and preferences. They spent time gathering important information about every child and used this to meet their individual needs. We asked families what they liked about the service. They told us "The inclusive attitude shown by all staff, the kind and caring nature of staff shown to all children and parents.", "Staff are really friendly and helpful. Staff are approachable at all times.", "Everyone that works at Kinneil is very friendly, helpful and professional." As a result, positive relationships had been established and families had trust in the team.

Inviting and cosy areas offered children space to rest and relax. Staff had created a 'coory nook' in the playroom with cushions, blankets, and resources to support emotional wellbeing. Interactions between staff and children were respectful, kind, and caring. Children's emotional wellbeing was supported as most staff were skilled at reading children's cues. Children received cuddles and reassurance. They told us staff were good at reading them stories and giving cuddles. The service had identified the need to ensure every member of the team had information on strategies used to meet individual needs. They had introduced systems and were striving to improve communication.

Children had ownership of the mealtime routine, ensuring an unhurried experience. They were able to decide when to eat and made food selections from a variety of healthy options served. Staff valued this as an important part of children's day and the valuable learning that this routine offered. They sat with children, using the opportunity to engage in conversation. This meant that most children experienced a relaxed and sociable lunch time.

Staff encouraged children to have a positive image of themselves. Face cloths were provided after meals. This promoted children's skills in personal care. When personal care needed support staff carried this out in a dignified manner.

Children's rights were promoted through positive interactions, discussions, and learning. For example, staff used the wellbeing indicators to raise children's awareness of their rights by naming them as characters. They promoted this further with families in the use of their wellbeing updates.

Personal plans were in place for children. These were updated regularly in consultation with families in line with guidance. Staff used this information to plan how they would support children to make progress at a pace that was right for them.

Staff had a good awareness of children's healthcare needs as relevant information was recorded to ensure their needs would be met should medication be required. This ensured children's safety and wellbeing was managed effectively.

Quality indicator 1.3: Play and learning

Children led their play for the duration of the day with no disruptions. Staff valued the importance of their role in extending learning through positive interactions and effective questioning. Staff sat with children, engaged in conversation that sparked thinking and deepened learning and engagement. Children told us they liked to make playdough, climb the tree and play in the house. As a result, children were engaged in sustained play.

Staff had made significant changes to the learning environment through reflections and evaluation. Children had access to outdoors, block play, opportunities to be creative and engage in sensory play. This meant continuous provision was available and children were able to lead their interests. Staff told us they were still developing the environment indoors and outdoors. We recognised learning opportunities would continue to evolve as staff had leadership roles in areas to offer a breadth of experiences.

Literacy and numeracy was promoted as children had opportunities to mark make, share books, sings songs, and more recently take part in circle games. We encouraged the service to continue with their plans to develop these opportunities further to deepen children's learning and development.

Planning for children's learning was a balance of responsive and intentional promotion. Evidence of learning was shared with families online through the journal. Staff recorded observations to document learning and progress. To ensure a breadth of learning across the curriculum, staff carried out 'focus child' observations throughout the year. The story of their progress was recorded. Families were invited to talk about their child's progress and be involved in working together to set next steps in learning. One family told us "My child is learning a range of things at nursery and has come on so much."

Floor books recorded what children had been involved in. Some floor books captured children's interests and their thoughts and ideas well and offered children the opportunity to revisit and talk about their learning. As time progresses and practices are embedded, there will be more consistency in what is recorded in floor books to allow children the opportunity to talk with family and friends.

The setting was in the heart of the community. Staff made some use of the landmarks around to extend learning and promote connections. For example, they had visited the woods, taken part in a clean up project and had begun work with 'Blooming Bo'ness to develop their garden. As a result, children were strengthening connections with nature and their sense of belonging in the community.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The setting is based within a designated area of the school grounds. Children had access to a large playroom, garden, toilet facilities and a quiet room. The setting was comfortable, well-ventilated and benefitted from lots of natural light.

Staff had created play spaces using furniture and screens that offered children areas to lead their play and display their creations. We encouraged them to look at the coverings on some of the screens and walls as these needed attention to ensure they were maintained.

Staff carried out daily checks of areas. Children were involved in checking for hazards in the outdoor area. They recorded their findings on the pictorial sheet provided. Staff had plans to further develop the opportunities for children to engage in assessing risks. We encouraged the service to discuss how staff document when a risk had been identified and the actions taken to minimise this. This would ensure the systems they have in place are promoting children's safety and wellbeing.

Detailed risk assessments were in place for the wider experiences offered to children. Staff were involved in reviewing these regularly. This ensured they had a good understanding of their role in keeping children safe.

The service had policies in place that supported the delivery of the service. They recognised these had not been reviewed for some time and may not reflect the current service. The service had identified this area as needing improvement and had sought advice from other establishments and key personnel (See area for improvement 1.)

Children had access to toilet facilities in the playroom and in the corridor. On the day of our visit, most children used the toilets in the playroom. We found the boards below the sink in additional toilets facilities were chipped. The service had previously reported the damaged facilities. We encouraged them to follow this up with the relevant department.

Infection prevention and control practice was embedded for most parts of the day and during care routines. Children washed their hands at key times and were confident to talk about why this was important. Personal protective equipment (PPE) was used by staff who supported with the mealtime routine. We suggested they review the guidance with staff to ensure they are fully aware of best practice.

Areas for improvement

1. To ensure policies are kept in accordance with national and local guidance, the service should review these regularly with stakeholders to ensure they reflect the service.

This is to ensure children's safety, wellbeing and protection is consistent with The Health & Social Care Standards which state that 'I experience high quality care and support based on relevant evidence, guidance, and best practice' (HSCS 4.11).

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvements are led well

Children and families experienced a welcoming, inclusive ethos. Staff took time to speak with families and greeted children warmly. We could see positive, trusting relationships had been made and staff valued families as partners in their child's learning.

Staff were supported by a committed, passionate, and nurturing leadership team who led improvements at a pace that meant changes were embedded. This had a positive impact on the environment, routines and interactions. Staff commented on the influence this had on their practice and children's experiences. Families commented "The leadership team at Kinneil are very hands on now which is lovely to see, easily approachable and happy to adapt.", "The manager here is always involved and has a great knowledge of the children." and "Great leadership and communication, always go above and beyond to help a family and very understanding to everyone's needs." As a result, families could see the positive impact the leadership team had in ensuring improvements.

Staff communicated effectively with families using technology and valuing the importance of taking time to talk. Families told us communication was good, they knew what was happening in the service and liked that staff took time to talk with them. This meant that families felt informed.

Staff were committed to their role in improving the environment, interactions, and experiences for children. They had made significant changes led by a dedicated leadership team. Change was managed at a pace to ensure it was sustained and embedded and staff were able to reflect on the positive impact this had on children. For example, one area that had been a focus was giving children time to learn and develop at their own pace, focussing on what was important to them, not rushing or directing their interests and staff being attuned to their needs. Staff spoke confidently about the difference this had on their practice and on children's connection with their learning environment and relationships with staff.

The service had begun to review their curriculum rationale, vision, values and aims with staff. They planned to further develop this in consultation with children and families as they recognised this is important to the success of embedded change.

The leadership team demonstrated they valued the key role every member played in building a strong team. They encouraged leadership roles where opportunities for staff to develop areas and experiences for children and families linked to their skills and interests. Staff told us "Our Senior is a fantastic leader, she is very supportive and leads by example. She has amazing people skills and has the ability to get the best from her team." and "We have a lot of support from our senior staff and always feel very valued. As a result, staff felt supported and embraced change.

The team engaged in regular reflective discussions and continuous self-evaluation. They used these reflections to develop the learning environment. Staff recognised they are on a journey of improvement and had a plan in place to support this.

Consultation with families was informal at this stage. Staff took time to gather feedback after events held in the setting. They recognised consultation with families to influence change and improvements is an area they planned to further develop. This would ensure all stakeholders views informed continued improvements.

The team was invested in making sustained improvements through high quality interactions, family engagement and enabling environments. As a result, children and families experienced care and support from a committed team that put children at the heart of everything they do.

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

Children experienced care from a staff team that were skilled and motivated about their role. Their knowledge and interests complimented one another and resulted in quality experiences for children. One family commented "The staff are all fantastic, they all have a fantastic relationship with the children in their care. It's a lovely team that appear to work so well together."

The deployment of staff was well managed and effective to meet children's needs. Staff ensured children were able to follow their interests and access the full provision for the session. Staff were clear about their roles and responsibilities and worked well together to ensure they responded to children's needs. They told us they felt supported by each other and the leadership team and 'loved' being part of the team at Kinneil. As a result, staff were happy and felt valued in their role.

Staff worked effectively as a team as their skills, knowledge and understanding of children's needs promoted quality engagement. They were skilled at reading children's cues and attuned to their needs. Staff commented "the staff are really close knit and we all support each other.", "Regular team meeting keep us all up to date, we can approach each other to discuss or resolve any issues." and "I feel we work very well as a team, supporting each other and learning from each other." and "We have good communication and I feel this shines through in the care within the setting." This meant children benefitted from meaningful connections with staff that supported their care, play and learning.

The leadership team placed great importance on staff wellbeing. Staff had time to connect as a team every day. As a result, there was a positive culture of respect, care, and support for each other that had a significant impact of the continuity of care for children.

Regular team meetings provided opportunities for staff to come together and discuss the service. Information on individual children, best practice documents and planning for a breadth of experiences created opportunities for staff to reflect on practice and improvements to ensure they were meeting the needs of every child.

The service had an effective mentoring programme in place that meant staff felt supported and had the opportunity to meet with their mentor, discuss best practice guidance and important information about the service. This supported staff to develop skills and confidence in the role. Staff told us the whole team are great at supporting and making them feel included. As a result, children, families, and staff benefitted from a committed staff team that supported everyone to thrive and flourish.

Regular book bug and breakfast sessions offered opportunities for families to engage in their child's learning. The service had plans to further develop family engagement through PEEP and music sessions. Families told us they liked attending the groups led by staff. They commented "we enjoy those sessions", "The staff make the nursery, they are all fantastic.", "Excellent Staff team, very warm, inviting, and professional, definitely the heart of Kinneil as a whole." and "This nursery is amazing run so well by the perfect staff that make my child's nursery journey the best it can be." As a result, families had trust and confidence in the team.

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	4 - 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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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