

Kilchattan Primary Pre Five Unit Day Care of Children

Kilchattan Primary School
Kilchattan
Isle of Colonsay
PA61 7YR

Telephone: 01951 200 340

Type of inspection:
Unannounced

Completed on:
8 May 2024

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Service no:
CS2012308195

About the service

Kilchattan Primary Pre Five Unit is a daycare of children service which operates from a designated space shared within Kilchattan Primary school. The service is in a rural location, on the Isle of Colonsay and the provider is Argyll and Bute Council.

The service is registered to provide a care service to a maximum of 10 children aged three years and over.

2. The age range of the children will be from three years to those not yet attending primary school.

Any other conditions unique to the service:

3. Staffing ratios as stated in the National Care Standards - Early Education and Childcare up to the age of 16.

(Appendix A) must be maintained at all times. A minimum of two adults must be present at all times.

About the inspection

This was an unannounced inspection which took place on Monday 6 May 2024. The inspection was carried out by one early learning and childcare 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 service registered.

In making our evaluations of the service we:

- Spoke with and observed children using the service.
- Contacted families through Microsoft questionnaires to gather their views.
- Spoke with staff and management.
- Observed practice and daily life.
- Reviewed documents.

Key messages

- Children experienced warm, caring, and nurturing approaches having developed positive relationships with staff.
- Children and staff enjoyed eating lunch and snack together in an unhurried and relaxed atmosphere ensuring a caring and positive social experience for all.
- We observed a balance of spontaneous, freely chosen activities and planned quality experiences which were supporting children to develop some key skills in arts and crafts, literacy, numeracy, health, and wellbeing while promoting children's choice and independence.
- Planning approaches were child centred and responsive to children's interests and life experiences.
- Management and staff worked well together to establish a shared vision delivering the best outcomes for children and families.
- Children's opportunities for play and learning were enhanced through connections to their own and wider communities.
- Management and staff worked seamlessly together through having very good communication, sharing of tasks and responsibilities.
- During the inspection we identified several areas requiring upgrading, for example, the toilet areas, outdoors and general tidiness 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

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|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting? | 4 - 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 & support

Children experienced warm, caring, and nurturing approaches having developed positive relationships with staff. We found as a team the staff were kind, caring and supportive of children's emotional security and wellbeing, for example, staff were aware of strategies to support children, giving them reassurance and space when required. As a result, children were secure, happy, and settled within the nursery environment.

Staff knew children very well and were enabling them to have positive experiences through using information shared from home and observations of children during play and learning experiences. This was supporting children's health, wellbeing, and safety needs. As a result, children were confident at approaching staff for support and involving them in their play and learning.

Lunch and snack had been provided to support the needs of all the children. Both nursery and primary children along with staff had a joint lunch and snack time together. Children were actively involved throughout as they were encouraged to help and set up, self-serve, supported to pour drinks and clear away dishes. This supported children to develop roles and responsibility while developing life skills.

At snack time staff supported all children ensuring they received a caring, positive social experience with their friends. Staff reflected with the children on their morning and read a story chosen by the children. This supported children in building relationships with their peers and developing literacy skills through conversations and interacting with the story.

At lunch time children and staff enjoyed eating together in an unhurried and relaxed atmosphere ensuring a caring and positive social experience for all. Children were relaxed and observed to be enjoying the food provided and once finished were free to access the playroom or outdoors. Fresh water was available throughout the day and children were encouraged to stay hydrated. As a result, children were developing good eating habits, their independence, and social interactions.

Children's overall wellbeing was supported through the development of personal plans and 'all about me' taking account of children's, health, wellbeing, and safety needs in collaboration with parents and outside agencies. Management and staff were knowledgeable in relation to each child's individual needs and areas of development and had put in place some strategies identifying how they support children to have a positive experience while in the nursery. As a result, staff were observed to be supporting children's resilience and developing positive outcomes.

We sampled the nurseries medication policy and consent forms and have asked the service to implement the updated formats created by the local authority which are in line with current best practice guidance 'Management of Medication in Daycare and Childminding Services'. No children were currently on medication during inspection.

Quality Indicator - 1.3 - Play & Learning

Children were visibly happy, confident, and actively accessing all areas on offer. We observed a balance of spontaneous, freely chosen activities and planned quality experiences which were supporting children to develop some key skills in arts and crafts, literacy, numeracy, health, and wellbeing while promoting children's choice and independence. For example, children were creating pictures and patterns using a variety of vegetables and different coloured paint to print with, while discussing healthy foods along with the types of vegetables on offer. Parents told us:

'The school offer a wide range of different learning that keeps my son/daughter interested in his/her schooling 100%'.
'The children are allowed to follow their own interests and I am always amazed to hear the activities they have done as a result'.

Provocations available had been set up to support children's curiosity, creativity and imagination and there was a wealth of natural and open ended, as well as real life resources which were supporting children to be inspired and engaged. Children had opportunities to take part in vegetable printing, stories, yoga, and outdoor play including looking for insects and mini beasts while being supported to risk assess their actions and activities. As a result, children engaged well with each other and played cooperatively using their imagination and curiosity to develop their skills in language, literacy, and numeracy through play-based learning.

Planning approaches were child centred and responsive to children's interests and life experiences. Staff were knowledgeable in relation to child development and used this to support them to provide quality play and learning experiences. As a result, children were progressing well.

Effective use of questioning was supporting children to understand, self-regulate and extend their thinking, supporting their wellbeing, widening their skills, and consolidating their learning through play. This supported the emotional resilience of children and families through holistic and nurturing approaches to secure children's wellbeing, including their right to play.

Big books and individual books for children along with 'seesaw' online profile platform were used to document, track and evidence children's progress, next steps and interests in play and learning. Staff involved children in the planning process, including reviewing and documenting learning along with incorporating the child's voice, which was fully involving children giving them ownership in their journey of play and learning. We would ask management to continue to streamline information gathered to ensure they have clear links to where and when children's progress has been achieved.

Children's opportunities for play and learning were enhanced through connections to their own and wider communities, for example the children had recently visited the 'Pantry' to purchase cakes. This was enhancing children's social and life skills through having the opportunity to use money to purchase products, make decisions and developing confidence. The children and staff also take part in weekly visits to the forest area to learn skills in risky play outdoors and have regular visits to the beach. As a result, children were gaining experiences and opportunities to support their knowledge and understanding about their natural and surrounding world as well as their local community. Parents told us:

'The service is really well tailored to their needs and interests with lots of opportunities to learn outside the classroom and in the community'.

'The children have a range of activities, they spend a lot of time outside, go on a lot of trips and are included in the local community and with the primary age children'.

How good is our setting?

4 - Good

We evaluated this quality indicator 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.

We found the setting to be welcoming and well-ventilated with natural light. The service was safe and secure, and visitors were signed in on arrival. Staff were vigilant at supporting children, ensuring the indoor and some of the outdoor area was structured to consider children's stages of development, play and learning. Spaces inside reflected children's current interests and curiosities with appropriate resources and materials to support learning.

Children had access to outdoors and there were opportunities for children to climb, run and take part in risky play. Children were confident and independent, and it was evident they had regular and daily access to outdoors. As a result, children's health, wellbeing, and independence was being encouraged and supported. Parents told us:

'The children play outside in the school grounds every day; they have a woodland play area in nearby woodland, and they go on frequent trips to the beach and other locations'.

'Each week the school does one full day of outside learning'.

During the inspection, we identified several areas requiring upgrading. For example, the toilet areas and general tidiness of the service. We have been advised by the provider and manager that there are plans in place to upgrade the toilets, changing area, install new sinks, and carryout work within the garden area. We are confident this will happen and satisfied with the providers plans.

To enable the children to access a more inviting and purposeful environment, we would ask management to spend some time with staff tidying and arranging the resources in the garden area. Also, that the provider supports the service with removing any unused resources and materials inside and outside prior to works being carried out.

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 quality indicator as very good.

Quality Indicator - 3.1 Quality assurance and improvement are led well.

We recognise that there have been changes within management and the staff team since the last inspection. Throughout the inspection the team responded well taking on advice and encouragement when suggestions were made. We found relationships to be very good within the team and management and staff were committed to the development of the service. The team worked well together to establish a shared vision delivering the best outcomes for children and families. As a result, we are confident that the service will continue to grow and move forward.

Regular team meetings were enabling the staff team to be reflective together and as a team they used reflections to bring about positive change to outcomes and experiences for children and families. This meant that children were benefiting from a staff team who were committed to improving the service.

Children and families' views were regularly sought to inform the development of the service. Daily conversations with children and regular consultation enabled children to express their interests, likes, dislikes and also plan their experiences in play and learning whilst having ownership along with their voice being heard and acknowledged. Management and staff had regular contact with parents through online learning platform 'Seesaw,' emails, and parent council meetings. The service actively encourages parental involvement through parent stay and play sessions as well as regular outings and links with the community. This helped create positive relationships where children and families felt heard and respected. Parents told us:

'The school is absolutely brilliant I couldn't want for a better school teachers and education for my son/daughter'.

'The communication between the staff and myself make is easy to be a part of all my child's needs'.

'The school offer many opportunities for parents to visit the school and be a part of their learning such as stay and play days, school concerts, community engagement activities, parents' night, parent consultations and day to day contact'.

As a team the service was very good at reflecting through on-going self-evaluation using best practice documents. For example the Care Inspectorate's 'Quality framework for daycare of children, childminding and school-aged childcare', this gave them opportunities to identify areas for improvement, which were reflected in a realistic and achievable improvement plan which was regularly reviewed and evaluated. This was supporting the manager and staff to deliver high-quality care, play and learning, tailored to the needs of the children and families using the service.

A quality assurance calendar was in place to support management. This highlighted various tasks that were to be undertaken throughout the year. Regular audits were carried out on children's personal plans and any documented work within the big books, as well as planning. This helped to ensure that developments to the service were child focused and promoted positive outcomes ensuring that quality learning through play was at the heart of improvement planning.

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 quality indicator as very good.

Quality Indicator - 4.3 Staff deployment

The service was appropriately staffed to meet the needs of the children and adult child ratios were maintained at all times to allow staff to be responsive to individual children's needs. The staff team were warm, welcoming, and caring and there was a positive ethos throughout the service. As a result, children were cared for by a staff team that were, nurturing and compassionate.

Staff were passionate about delivering the best outcomes for children and families and were enthusiastic and respectful to each other through their interactions. As a result, children were cared for in a positive environment that allowed children to feel safe and secure, with adults who cared for them.

Management and staff worked seamlessly together through having very good communication, sharing of tasks and responsibilities. Busier times of the day such as snack, lunch and on arrival or departure to the service were organised and planned for. As a result, children were cared for by staff who worked well together to ensure effective supervision and quality engagement with children across the day.

As a team they were committed to continuous professional development and were passionate about sharing their knowledge and experiences as well as attending training courses to support them in delivering best outcomes for children. As the staff team is relatively new to the service, management took time to share their learning to improve experiences for children. Management had plans in place to monitor and mentor staff to support children's health, wellbeing and safety as well as delivering quality play and learning experiences, planning and observations of children's learning. As a result, children received consistent care and support as well as quality play and learning experiences.

Management and staff were knowledgeable in relation to child protection and were confident what to do if they had any concerns.

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

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| 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? | 4 - Good |
| 2.2 Children experience high quality facilities | 4 - 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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