

Kennoway Primary & Community School Nursery Day Care of Children

Langside Crescent
Kennoway
Leven
KY8 5LW

Telephone: 01334 659 420

Type of inspection:
Unannounced

Completed on:
4 September 2024

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015973

About the service

Kennoway Primary & Community School Nursery is registered to provide care for a maximum of 105 children at any one time from the age of two years up to an age to attend primary school, of whom no more than 15 may be age two - three years.

The service is situated in Kennoway, Leven, Fife. The building consists of four playrooms where all children take part in a wide range of high-quality play experiences. There is a family room, changing and toileting areas. There is a fully enclosed outdoor learning environment for children to access throughout their nursery session.

About the inspection

This was an unannounced inspection which took place on 3 and 4 September 2024 between 09.00 and 17.00. We provided feedback on 4 September 2024. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration and any 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
- spoke with three families using the service
- reviewed feedback from 12 families using MS forms
- reviewed feedback from 11 staff members employed in the service using MS forms
- spoke with senior management and all staff
- observed practice and daily life
- reviewed documents.

Key messages

Children had lots of fun, they were engaged, as they explored a wide range of exciting resources and experiences.

All spaces were inviting and well resourced. Authentic pieces of furniture and real-life items were used to spark children's curiosity and stimulate learning opportunities.

Children benefitted from a staff team who were passionate, motivated and reflective.

Staff were committed to improving their practice through training and professional reading to benefit children and families.

Staff had successfully created an ethos where children were at the heart. This supported their overall health and wellbeing.

Strong and effective leadership had supported a culture of continued reflection and improvement.

Quality assurance and self-evaluation processes enabled the service to deliver high quality care.

Children's health and wellbeing was enhanced through daily access to outdoor play.

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.

Children experienced warm, caring, and nurturing approaches from staff throughout the inspection. We observed staff sensitively listening and responding to children at appropriate times, offering comfort and reassurance when needed. This ensured children felt safe, valued, listened to, and loved.

Staff had developed very positive connections with children and their families. Most families who completed our MS forms survey, agreed or strongly agreed that they had developed a strong connection with staff caring for their child. Some comments included:

"The staff are really caring and supportive. Not just for my child but me too which overall helps massively."

"The staff are so caring and understanding, they really take care of my child."

"The staff are always friendly and welcoming. They provide updates on my child's journal so I can see what they have been up to and what they have been enjoying doing during their session."

Children's overall wellbeing was supported through effective personal planning. Staff knew children very well and were responsive to their changing needs. Each child's personal plan was created in collaboration with families and where relevant, with supporting professionals to promote continuity of care. Effective use of chronologies and regular review of individual personal plans ensured that key information about children was detailed and relevant to their current needs. This approach ensured that children received the right care at the right time. Most families told us that their child's personal plan was updated regularly.

Staff had developed effective communication systems to ensure children were safe and accounted for. Staff and children were actively engaging with the Care Inspectorate SIMOA (Safety, Inspect, Monitor, Observe, Act) campaign, which enhanced their practice and kept children safe. A large purple elephant brought this character to life for children across the service. Children were able to talk confidently about SIMOA the elephant and how to keep themselves and their friends safe in nursery.

Most children benefitted from relaxed mealtime experiences. Children could choose to have snack when they were ready to, this approach supported their independence and choice. We asked the service to consider their lunchtime experience to ensure that they were consistent across the dining hall and all rooms. At times we saw that staff were task orientated, which minimised the opportunity for children to develop social skills and engage in meaningful interactions with staff. We discussed ways in which this could be achieved, on the second day of inspection the service had implemented some changes, and this supported a more positive experience for children in the dining hall. This proactive approach helped support positive mealtime experiences for all.

Children's personal care needs were carried out discreetly and sensitively, supporting their privacy and dignity. Skilled staff used these opportunities to further build positive trusting relationships with children.

Staff understood their roles and responsibilities in safeguarding children. They spoke confidently of the steps they would take should a concern or a support need arise for a child or family.

Quality Indicator 1.3: Play and learning.

Children were happy and engaged in play during our visit. They had fun exploring the play spaces both indoors and outdoors. The learning environment was inviting and stimulating. Skilled staff confidently enhanced children's play and learning through carefully considered and meaningful interactions. This approach encouraged children to freely access resources whilst developing a sense of ownership and respect for their environment.

Children benefitted from daily fresh air and exercise in the large outdoor environment. Children had access to a variety of experiences outdoors which included large-scale open-ended resources. This encouraged children to spend longer periods outdoors. Staff understood the benefits of regular outdoor play and we saw them supporting children with risky play. For example, climbing and jumping. This approach encouraged children to understand their own capabilities and develop confidence in how to be safe.

Children were very well supported to achieve and progress. Staff spoke confidently about the benefits of using various approaches when planning resources and activities to meet children's needs. This meant planning approaches were child led and responsive to their interests. Staff used observations of children to support and identify individual next steps in learning. As a result, children were progressing well and were happy and confident.

Children's learning and development was well supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and planned next steps that were relevant to individual children. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and achieve. Children were keen to show us their personal learning journals and spent time looking through their folders and sharing their achievements with pride.

Language, literacy, and numeracy experiences were woven throughout the play space. Staff had developed rich learning opportunities across the service. For example, attractive spaces for stories and well-resourced writing areas for children to mark make and represent their ideas.

Children benefitted from regular opportunities to visit the Den and had developed strong links with their community through walks and visits to the local care homes. This approach stimulated children's interest and feeling of inclusion in the local community and enhanced their play and learning opportunities.

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.

Children benefitted from a rich learning environment that was well-furnished and spacious. Staff had carefully considered the spaces around children's needs and interests, as well as responding in the moment to learning. Children were purposeful and explored the variety of resources on offer. For example, we saw them using the spaces to investigate and be creative. As a result, they were fully engaged and having fun.

This created an enabling environment that provided a space that was right for children to play and learn.

Staff interactions were carefully considered and were used to extend and enhance learning opportunities. We saw staff asking open ended questions to help widen children's thinking.

Across the service all children were able to explore a wide variety of real life and authentic items. For example, real crockery, cooking utensils, beautiful ornate jugs, real clothing and jewellery. This made the spaces inviting and filled with endless possibilities. The rich space challenged children to have high aspirations. This consistency of approach ensured all children had similar experiences across the service.

Staff implemented infection, prevention, and control routines to minimise the potential spread of infection. The environment was well maintained, and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

Risk assessments were in place, and staff recorded any potential risks and hazards. Staff regularly reviewed these to ensure they were relevant to the service. This meant children were cared for by staff who understood how best to keep them safe.

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 key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well.

Children benefitted from a service that was committed to continuous improvement. Staff placed children's outcomes at the heart of their work. The vision, values and aims of the service were embedded, staff, children and families had a shared understanding of this, and it contributed to the very positive ethos.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. Leaders and staff were committed to the ongoing development to ensure children reached their full potential. A relevant improvement plan was in place which was created with staff to enable a shared vision. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. This demonstrated a reflective and considered approach to the development of the service. This also supported leaders and staff to be reflective and encouraged children and families to feel included. Families confirmed they felt involved, one parent commented that "I have had many opportunities to stay and play and have had progress meetings."

Children received high quality care as all staff had strong values and promoted a positive nurturing experience for all children and families using the service.

All staff had been involved in self-evaluation discussions using a quality framework for daycare of children, childminding, and school-aged childcare. This was supporting children's play and learning across the service. This also highlighted that a culture of continuous improvement was embedded within the service.

Staff benefitted from protected time and had completed a variety of core training. Staff told us they had taken part in a range of additional training to further support their own professional development. Staff were keen to extend their skills and knowledge.

They were reflective in their practice and committed to meeting children's individual needs and improving outcomes for children and their families. Staff were confident in sharing their learning with us and identified how it had developed and improved their practice.

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 benefited from a passionate and nurturing staff team that knew them and their families well. Staff had clearly defined roles and responsibilities and communicated very well as a large team. Staff were respectful and very supportive of each other. They were very warm, caring and sensitive in their approach and demonstrated positive team working. This promoted a happy and secure environment for children.

Staff deployment had been carefully considered and took into account the differing experience, knowledge and skills of the staff team. This ensured that children received consistently responsive care. Staff were responsive to children's needs and provided support when needed. For example, staff were aware of support strategies which were in place for individual children. This ensured that children's needs were consistently met.

Leadership at all levels was actively encouraged, the service had developed a positive ethos of distributed leadership. This supported staff to take responsibility for specific areas and develop leadership skills. This empowered staff to share their individual skills and knowledge. By building on existing strengths staff felt supported to further develop their practice and skills. Regular team meetings and staff training provided important time to reflect on their practice, learning and development. This meant that children benefitted from consistent high-quality experiences.

Staff spoke positively about teamwork and felt that the relationships between team members were strong. One staff member told us that "we have become a very large staff who work together well and have become a great team and who have formed friendships." This approach ensured there was a positive ethos between the team. This helped children and staff to feel safe, secure and valued.

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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