

# Kilmacolm Primary School Nursery Day Care of Children

Kilmacolm Primary School  
Churchhill Road  
Kilmacolm  
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**Type of inspection:**  
Unannounced

**Completed on:**  
12 September 2024

**Service provided by:**  
Inverclyde Council

**Service provider number:**  
SP2003000212

**Service no:**  
CS2006137056

## About the service

Kilmacolm Primary School Nursery provides a daycare of children's service to a maximum of 56 children aged 3 years to those not yet attending primary school. At the time of our inspection, 19 children were registered with the service.

The service is provided by Inverclyde Council and is located in a residential area within the village of Kilmacolm. It is close to local amenities, including shops and bus routes.

The head teacher of Kilmacolm Primary School is the named manager of the service. The nursery depute and nursery senior also form part of the leadership team.

## About the inspection

This was an unannounced inspection which took place on 11 September 2024 between 09:00 and 17:00, and 12 September between 11:00 and 16:30. One inspector carried out the inspection.

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 throughout the inspection year. To inform our evaluation we:

- spoke with children using the service
- received 14 completed questionnaires
- spoke with staff and the leadership team
- spoke with one parent/carer
- observed practice and daily life
- reviewed documents.

**Key messages**

- Staff were warm, caring, and nurturing, which helped the children feel loved, safe, and secure.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Children had very good opportunities to develop their curiosity, imagination and problem solving through play experiences.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Strong and effective leadership supported a culture of continued reflection and improvement.
- Children benefitted from a staff team that was passionate, motivated, and reflective.
- Staff were committed to improving their practice through training and professional reading to benefit children and families.
- There was an ethos of distributed leadership, and staff were enthusiastic about their additional responsibility for champion roles.

**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 were happy, secure, and confident as they explored the environment. They benefitted from a caring, nurturing, and kind staff team, which provided a sense of security. As a result, children's individual needs were met well throughout the day.

Families who responded to our MS Forms survey strongly agreed they were happy with their child's care and support in this service. Some of their comments included:

"The staff are kind and if my children feel sad they given them time love and respect to come around".

"My children have loved attending the nursery. The staff put in a lot of effort to ensure that the children have fun whilst learning and developing."

Staff had a good knowledge of children's rights, which was reflected in their practice. The nursery and school had achieved a Rights Respecting Schools gold award. The staff team was responsive, and through high-quality interactions, children were supported to feel respected, valued, and loved.

Mealtimes were unhurried and relaxed. Meals were nutritious and supported healthy options, encouraging children to make choices and develop a healthy relationship with food. Staff sat beside children as they ate, which supported them in eating well and kept them safe. Children enjoyed sociable conversations with staff and developed confidence and important life skills by independently pouring their drinks and clearing their plates when finished. We discussed additional ways to promote independence and life skills, such as children self-serving their food during lunchtime.

Parents were supported to be involved in the life of the setting through a well-planned programme of family engagement, including stay-and-play sessions and home link initiatives such as the lending library and Adventure Ted, which enabled fun and learning to be shared at home.

Staff knew families well and provided responsive care for children, which promoted their wellbeing. Where staff identified additional support was needed for children, this was provided in a sensitive, caring manner and, at times, through planned targeted meetings. This supported the development of trusting, respectful relationships and built confidence and resilience.

A strength of the service was the child-centred transition programme from home to nursery and from the nursery to primary one, where staff were in tune with children's personalities and developmental needs and worked with other professionals and families to ensure good outcomes for children in their care.

Children's health and wellbeing needs were carefully considered through safe and well-organised medication storage. Consent forms were completed with families. Effective auditing of medication would further ensure that paperwork, such as dosage amounts, is completed accurately to ensure safe administration.

**Quality indicator 1.3: Play and learning**

Children were happy, engaged, and had fun indoors and outdoors. They benefitted from carefully considered play spaces with high-quality resources, which promoted high-quality play and learning opportunities. The learning environment was inviting, stimulating, and exciting.

Children were given the freedom to explore, be curious, problem-solve, use their imagination, and develop rich vocabulary. Play experiences such as the large building blocks and craft activity using the familiar story 'Going on a Bear Hunt' provided rich learning opportunities and challenges. Their play was uninterrupted, promoting their independence and engagement. This was a strength of the staff's dedication and the quality of the learning environment.

The setting maintained a balance of spontaneous and planned indoor and outdoor experiences, ensuring that children's needs, preferences, and choices were considered. This approach will reassure families that their children's development was carefully nurtured.

The Bookbug sessions in the school gym hall supported children in building their social skills and speech and language development through fun action songs and rhymes.

In the secure, large outdoor play space, children enjoyed physical play, problem-solving, and exploratory and risky play experiences under adult supervision that sparked their interests and promoted learning.

Staff demonstrated a deep understanding of child development, ensuring that children's right to play was fully supported. This understanding was evident in the staff's skilled interactions with children, which encouraged their full involvement in play and learning. Some staff used effective questioning to extend children's learning and thinking, further showing their commitment to observing and enhancing children's learning.

Personal learning plans, individual learning journals, and a closed social media platform were used regularly to share children's play and learning with their families. Using the newly formed early learning trackers to track children's progress in skills linked to the Curriculum for Excellence and benchmarks will further support staff in assessing children's progress, planning for targeted intervention, and identifying children's next steps in learning and strengthening play resources and the environment.

**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 were cared for in a clean, bright and welcoming environment. The service was well maintained, and careful consideration was given to resources and furniture, creating a calm and inviting atmosphere.

Children were consistently encouraged to wash their face after eating and hands at key times of the day, reinforcing the setting's dedication to infection prevention and control and children's care. Staff, too, were mindful of the need for regular handwashing and maintaining a clean environment to promote children's health.

We discussed where improvements could be made to the nappy-changing facility, such as ventilation and storage of porous materials. We also signposted the leadership team to current best practice guidance. The leadership team and service provider's commitment to making appropriate changes and keeping children safe will support the service's dedication to continuous improvement and quality.

Children took pride in their playroom, helping clear away resources when they were no longer in use. Staff also reset areas to ensure that they were inviting to children. This meant children and staff respected the environment and sent a strong message to children that they mattered.

Indoor resources and furniture were of a high standard. The play space had a comfortable area with soft furnishings where children could relax or listen to stories. Play materials that helped develop children's early math skills, role-play experiences and creativity. Staff guided children, who were busy and immersed in their play, as they independently moved indoors and outdoors.

Staff promoted the importance of outdoor play in all weather. Families who responded to our MS Forms survey told us their children could always play outdoors. Some of their comments included:

"The outdoor play facilities are such an amazing addition my son loves to play and explore in the fairy garden and the climbing frame".

"My child has experienced so much at nursery, including so many new experiences, such as woodland walks, visits from outside agencies, woodwork crafts, and many, many more".

"We love the creative ways that are thought of to engage my child, like the butterflies or frogs".

Free flow access to the outdoor space enabled children to be independent and direct their own play and supported their activity and health. Play experiences included bikes and sensory and cause-and-effect play opportunities, such as the water pipes and pumps, further supporting children's imagination and curiosity.

The outdoor classroom was well-designed to include natural resources and loose-parts play. On the second inspection day, children used this space to make transient art pictures, collecting materials from the garden and wooden aeroplanes using real-life tools. Children we spoke to told us their planes had wings and that they had to wear goggles to keep them safe and protect their eyes.

Staff discussed the service's planned developments for the outdoor learning environment, such as stronger links with the school community and families and the Nurturing Nature and Let's Grow and Cook Together projects, which will strengthen children's experiences and outcomes.

## 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

Leadership roles in the setting were well defined. The head teacher provided overall leadership and management support, while the nursery depute and nursery senior led the day to day operation of the setting.

The setting's vision, values, and aims were clear and aligned with the school's, fostering a shared approach. This alignment and strong combined leadership led to very good outcomes for children and their families. Staff felt valued and were committed to using their strengths and interests to develop the service, resulting in a very positive morale.

The leadership team were visible across the service. They played a significant role in promoting a culture of continuous improvement. Their visibility and influence were well-known to children and their families, and they provided crucial support to the staff team.

The well-organised and detailed quality assurance systems helped maintain and improve provision. Staff's regular evaluation of learning opportunities and resources, along with peer monitoring and assessment, further enhanced the effectiveness of these systems, supporting staff to be reflective practitioners and show commitment to providing a high-quality service to maximise children's wellbeing, experiences, and outcomes.

## 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

The setting was appropriately staffed by a committed team whose dedication enhanced the quality of care, play and learning experiences and outcomes for every child, ensuring their safety. This was a source of reassurance for families, who overall felt a strong connection with staff caring for their child, commenting:

"They are always welcoming and friendly".

"I always feel listened to, and nothing is ever too much trouble; they are a credit".

"Staff members help support my child".

"All staff are very friendly and welcoming. They know my child well, and my child has an obvious connection with them, which gives me comfort and confidence that he is safe and happy at nursery".

Staff were enthusiastic, happy and engaged, which helped foster a positive atmosphere. The leadership team was visible during the inspection days, so they could and did support the playrooms where required.

Staff breaks were planned to minimise the impact on children while enabling staff time to rest and be refreshed. This meant that continuity of care throughout the day was managed well to ensure high levels of interaction and support to promote children's wellbeing and safety at key times, including mealtimes, drop-off, and collection times.

Staff were committed to ensuring they undertook regular training to keep their knowledge and practice up-to-date. As a result, children were cared for by a skilled team that communicated and worked well together.

Staff's respectful and considerate interactions with one another further supported the positive team morale. This was evident in their communication and collaboration, which staff highlighted as a strength of the service.

Staff's commitment to meeting children's needs was evident in their high-quality engagement throughout the day. This resulted in children enjoying positive and engaging one-to-one support and small group activities, instilling families with confidence in their children's quality of care and support.

## 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

Kilmacolm Primary School Nursery should further develop the personal plans for each child in their care. These should then be reviewed at least once every six months.

National Care Standards for early education and childcare up to age 16 - Standard 4.4: Engaging with children.

**This area for improvement was made on 8 March 2018.**

#### Action taken since then

Children's personal care plans supported their health, welfare and safety. Information was gathered in partnership with their families and used effectively to help staff plan supportive strategies and targets and provide individualised care. Plans were regularly reviewed and updated with families to ensure children received care and support that met their current needs.

This area for improvement has been met.

#### Previous area for improvement 2

Kilmacolm Primary School Nursery should audit accident and incident records and where necessary, take action to reduce future risks.

National Care Standards for early education and childcare up to the age of 16 - Standard 14: Well-managed service.

**This area for improvement was made on 8 March 2018.**

#### Action taken since then

The leadership team regularly audited accidents and incidents. We discussed how they could strengthen the audit process. This should include but is not limited to, updating risk assessments when necessary to reduce future risks.

This area for improvement has been met.



## 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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