

Lauriston Nursery @ Kinross Day Care of Children

Lathro
Kinross
KY13 8SY

Telephone: 01577 383 838

Type of inspection:
Unannounced

Completed on:
18 September 2024

Service provided by:
Lauriston Nursery Ltd

Service provider number:
SP2008010180

Service no:
CS2016348625

About the service

Lauriston Nursery @ Kinross is registered to provide a care service to a maximum of 69 children at any one time, from age 0 to 12 years.

The service is provided from a modern building in the town of Kinross. Children are cared for in four playrooms, all having access to secure outdoor spaces with the exception of the baby room. Children have access to toilets and changing facilities. A kitchen, staff room, staff toilet and an office space are provided on the same level as the playrooms. The nursery is situated in a residential area and is close to local shops, schools, park and other amenities.

The service is provided by a private provider who are in partnership with Perth and Kinross Council to provide early learning and childcare funded places.

About the inspection

This was an unannounced inspection which took place on 17 and 18 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, 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
- reviewed seven responses to our questionnaire from their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were settled, happy and having fun with their friends. They had developed positive relationships with staff which contributed to them feeling safe and secure.
- Children were empowered to lead their own play and learning as activities and resources reflected their interests and meaningfully engaged them in play. A good range of loose parts and natural materials inspired children's curiosities and sense of wonder.
- Effective information sharing and good personal planning supported staff to provide children with consistent care.
- Children experienced relaxed and unhurried snack and mealtimes. Meals were cooked onsite, balanced and nutritious which supported children to be healthy.
- The manager was new to the service, they were well organised, supportive of staff and committed to improving outcomes. Enhancing their quality assurance and self-evaluation processes would support them further within their role and responsibilities.
- Some children's next steps in development were too vast to be effectively measured and achieved.
- Positive working relationships were being formed which would support the team to continue together on their improvement journey.

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 leadership?	4 - 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 friendly and respectful interactions with staff. They knew children well and most staff used warm, kind interactions to support children to feel safe and secure. This resulted in children that were happy and enjoying their time at nursery. On a few occasions interactions did not fully support children with their care and support needs. We asked the manager to monitor interactions as part of their quality assurance programme. This would help staff who need further support to consistently provide quality and effective interactions.

Effective information sharing and good personal planning supported staff to provide children with consistent care. They had built positive working relationships with families and other professionals to provide compassionate care for children who required additional support. Strategies were in place to ensure their needs were met in a respectful way which supported them to be included in nursery experiences. We highlighted to staff how younger children's 'All about me' paperwork could be adapted to enable families to provide meaningful information for this age and stage. This would help staff further in planning for their developmental needs.

Children experienced relaxed and unhurried snack and mealtimes. Food was homecooked, balanced and nutritious. Staff sat with children and opportunities were provided to build close attachments and develop language skills which impacted positively on their health and wellbeing. Babies enjoyed nurturing interactions as staff sensitively supported them with feeding. Younger children were supported to eat and drink at a pace that was right for them. However, they were not always provided with opportunities for choice and independence. We suggested ways in which they could provide a more positive learning experience in an age and stage appropriate way. Staff were knowledgeable on how to respond to a choking episode which contributed to keeping children safe.

Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. We observed staff singing and talking to children with quiet voices as they talked them through their routines. Sleep arrangements respected children's needs as staff gently soothed them to sleep using calming music and gently patted their backs. This resulted in children feeling settled, secure and able to rest.

Medication was stored safely and paperwork enabled staff to understand children's health conditions. We asked staff to ensure symptoms in which medication would be administered was clearly recorded. Additionally, we asked the manager to ensure that all medications required by children are in the service when children are attending. The manager was very responsive to our suggestions which ensured children requiring medication would be given safe and effective treatment.

Effective procedures were in place to safeguard children, staff were knowledgeable on how to respond if they had concerns. This contributed to keeping children safe and protected. While key information was available, we signposted the manager to best practice guidance 'Guide to Chronologies' to support effective practice.

Quality Indicator 1.3: Play and learning

Staff provided children with a range of experiences that were responsive to their interests which supported most children to be engaged in their play in a meaningful way. We found some planning was an evaluation of the days experiences and encouraged staff to further develop their planning approaches. This would help support staff to provide a richer learning experience and reduce the interruption of play for group activities.

Resources and activities were age and stage appropriate in all playrooms and a good range of loose parts and natural materials inspired children's curiosities and sense of wonder. Most staff were skilled at effective questioning which supported children well to think and problem solve for themselves. Children played cooperatively together and were empowered to choose activities independently. They moved confidently around play spaces that were well presented in an inviting and welcoming way.

Language, literacy and numeracy were well supported within the indoor environments. Older children's early emergent writing skills were evident on displays and mark making opportunities were available in most areas of play. They participated in surveys and made charts which enhanced their number recognition. Staff spontaneously sang with younger children, used age-appropriate language and supported them to count. A lending library of story books was available to siblings and families. This contributed to family learning and enabled families to borrow books. These experiences enhanced children's emerging literacy and numeracy skills.

Floor books demonstrated that children were listened to as older children evaluated their experiences and revisited learning. We found floor books were not consistent in quality across age groups, some were descriptions of activities. We suggested ways in which these could be improved further to evidence depth and progression in learning and support children to achieve their full potential.

Children's experiences and outcomes were recorded on a digital platform and successes and achievements shared with families. Next steps in learning were identified and monitored well. However, some younger children's next steps, were too vast to be developmentally achievable. For example, 'Develop speech and confidence further'. We highlighted that strategies of support could be added to next steps to support staff in helping children to achieve. This would contribute to children being appropriately challenged in their learning and progress with measurable and achievable next steps. One parent told us, "I feel the staff are all very approachable and have a genuine interest in children's development".

Children benefitted from a good sense of community as they visited the park and went for regular walks in the local area. Families were invited into the setting to discuss their child's development and offered play sessions or to eat breakfast with them. As a result, children formed a positive sense of belonging within their community. A parent told us, "I feel that Lauriston has a real focus on outdoor play and are well organised for all weathers. My child is often on walks to the local parks".

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 improvement is led well

At the time of the inspection, the manager had been in post for a few months. They were well organised, familiarising themselves with their responsibilities and getting to know staff, children and families. From our discussions it was clear they were passionate about providing quality care and support and committed to improving outcomes. Staff told us their views and opinions were respected and the manager was visible, approachable and supportive. Good foundations and positive working relationships were being formed which would support the team to continue together on their improvement journey.

The vision and aims were displayed in the entrance of the nursery to promote a shared understanding. These were being reviewed in partnership with children, families and staff to ensure they continued to reflect the values of the service. This supported the inclusive ethos. Most families that responded to our questionnaire felt they were meaningfully involved and could influence change within the setting. The manager had plans to reinstate the Parent's Committee group. We agreed this group could contribute positively to continuous improvement and would help support families to feel valued and listened to.

A realistic, visible improvement plan with achievable targets supported staff to drive forward service developments. Most staff had a good understanding of the vision of the service and their role in improving outcomes. Some self-evaluation and quality assurance had been undertaken which enabled the team to assess the impact of improvements from the previous year. We encouraged the manager to continue to embed systems in practice to ensure their self-evaluation and quality assurance was robust, effective and provides a steady pace of change. This will help maintain positive developments and support continuous improvements for children and families.

Throughout the inspection the provider, manager and staff were honest about challenges they had recently experienced. They were responsive to our suggestions and had started to implement improvements before the inspection had been concluded. This demonstrated a commitment to their ongoing improvement work.

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 leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

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