

West Kilbride Primary School Nursery Class Day Care of Children

c/o West Kilbride Primary School
Hunterston Road
West Kilbride
KA23 9EX

Telephone: 01294 822 353

Type of inspection:
Unannounced

Completed on:
3 October 2024

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003017314

About the service

West Kilbride Primary School Nursery Class is a day care of children service situated in the residential area of West Kilbride. The service is provided by North Ayrshire Council.

The service is registered to provide a care service for a maximum of 30 children aged 3 years and over. At the time of our inspection, 19 children were registered with the service.

The service is close to transport routes and other local amenities. Children have access to an entrance area, playroom, quiet room, lunch room, fully enclosed outside area, children's toilets, and a nappy changing facility.

About the inspection

This was an unannounced inspection which took place on 2 October 2024 between 9:30 and 16:30, and 3 October 2024 between 08:30 and 17:30. Two inspectors 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 four completed questionnaires
- spoke with seven parents and carers
- spoke with the head teacher and staff
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and enjoying their time in the service.
- Children were very well nurtured and supported by kind and caring staff.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Children benefitted from a committed team passionate about providing high-quality care and support.
- Children had opportunities to problem-solve and develop their curiosity through play experiences.
- Quality assurance systems were in place and should be embedded across all aspects of the service to support ongoing improvements.
- A shared vision across the service created an inclusive ethos.
- Children benefited from a skilled, experienced staff team who worked well together.
- Families highly valued the service and the staff team.
- Staff were passionate about their leadership roles, which showed that leadership was highly valued at all levels.

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?	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?

5 - Very Good

We found significant strengths in aspects of 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 and settled, and staff's kind, warm, and caring interactions helped them build respectful relationships and feel safe and secure.

Overall, 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 the most positive aspects of their child's experiences in the service included:

"Having such a welcoming and fun learning environment with plenty of stimulating learning opportunities including the outdoor area".

"My child seems happy and well supported when attending the service. She has developed greatly since attending the service".

"The staff are brilliant, and it's just such an open and inclusive nursery".

"The staff and Makaton and songs".

Personal planning for children was a joint effort, regularly reviewed and updated in partnership with their families. This inclusive approach ensured that families played a crucial role in the process and felt valued and included. Staff demonstrated confidence and knowledge in supporting children's care and development needs. The working documents contained relevant information and strategies to ensure children's needs were being met effectively.

Staff were skilled at building resilience and identifying and supporting children with additional support needs. Their careful planning and assessments ensured appropriate, proportionate, and timely support, including specialist input where required.

Mealtimes were unhurried and relaxed, a sociable experience for children. Staff sat beside the children, keeping them safe and allowing them time to engage in conversations. There were some opportunities for children to develop their independence, such as pouring their drinks and clearing away their plates and cutlery when finished. More opportunities to self-serve would further support life skills.

Meals consisted of fruit for morning and afternoon snacks and a hot meal at lunchtime. They followed healthy eating nutritional guidance and dietary and cultural requirements. Although staff sat with children and encouraged them to eat the hot meal, many children didn't, and no alternative was provided. Staff shared with families how much their child had eaten daily. Monitored and kept an audit of the foods provided. The headteacher was aware of the situation and was in regular discussions with the local authority to help reduce waste and ensure the service met the needs of children.

Families shared their views on the meals provided, and some commented on what could be improved in the service.

"My child loves the food".

"I would like to be able to order my child's lunch from the menu and if there are no options available that he would eat I would like to be able to provide him with a packed lunch".

"More and simpler lunch options".

"Just the food options for lunch!"

At the start of the session, children were encouraged to express emotions and feelings using the colour monster story and coloured characters that represent different emotions, such as sadness, happiness, and anger. This helped children better understand their feelings, supporting their emotional wellbeing.

Personal care needs for children were carried out discreetly, supporting their privacy and dignity. Interactions were warm, caring and nurtured children's security, confidence, and positive relationships.

Staff's commitment to protecting children was evident in their annual refresher safeguarding training and the setting's child protection policy and procedures. These equipped them with the necessary knowledge and skills to ensure children's safety and protection under their care, providing a secure environment for children.

Medication storage and paperwork aligned with current best practice guidance, which supported safe administration and kept children safe.

Quality indicator 1.3: Play and learning

Children were having fun as they played, sometimes with friends and sometimes on their own, and were supported by staff to express their thoughts and feelings. This helped children feel confident and safe communicating their preferences while developing relationships with other children.

Children's right to play was fully supported. This understanding was evident in staff interactions and effective questioning to extend children's thinking, showing their commitment to observing and enhancing children's learning.

Children could choose from the play and learning experiences, such as playing indoors or outdoors for the session. Staff respected this independence and supported children who required adult support to engage in play, offering praise and encouragement.

Children were encouraged to take the lead in outdoor play and follow their interests, using the available resources and play experiences. For example, factual books about bugs, insects, and animals where they learned about the world around them and sand timers to record time helped them share and take turns when playing on bikes, supporting the development of physical, numeracy, literacy, and language skills.

Staff used a digital app to share children's wow moments and significant milestones in learning with their families. This use of technology informed families about their children's play and development and made them feel connected and involved in their learning journey.

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

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

The entrance displayed staff photographs and information about what children were learning at nursery, supporting the link between the setting and home. Children had access to their own space to store their personal items, fostering a sense of ownership and belonging.

The service prioritised safety with playroom registers, boundary fencing and gates, and a secure entry system to keep children safe. A policy was in place for the arrival and collection of children, and this should be revisited by staff to ensure procedures are consistently adhered to in practice.

Overall, infection prevention and control measures, such as a clean environment and children's hand hygiene, helped reduce the potential spread of infections. Staff should adopt consistent hand hygiene routines when assisting children during mealtimes.

The setting provided children with various sensory opportunities indoors and outdoors, such as sand, water, playdough, and cause-and-effect play opportunities, such as water pipes and wand bubbles, further supporting children's imagination and curiosity.

Families who responded to our MS Forms survey told us their children could always play outdoors. Some of their comments included:

"I love that they can go outside whenever they want and sometimes spend hours and hours outside. Great they can plant flowers and play with mud! Bikes are great too".

"The outdoor play area is vast and my child has an abundance of outdoor play opportunities".

"They are able to go outside into a nice safe play area as often as they want".

Staff discussed the planned developments for the outdoor learning environment, including revamping the mud kitchen area. This commitment to developing the play and learning resources should further enhance children's exploratory and creative experiences and outcomes.

Accidents and incidents were managed well to support children's health and wellbeing. These were shared with the child's parents and carers, and appropriate first aid was administered. Regular audits helped identify common or reoccurring concerns and the appropriate action required to maintain children's safety.

How good is our leadership?

4 - Good

We found significant strengths in aspects of 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 headteacher provided overall leadership and management support, while the nursery senior led the setting's day-to-day operations. Staff, however, played a crucial role in the shared leadership structure, contributing to the setting's success.

Shared leadership roles across the team were encouraged. Staff had undertaken roles, research, and training to develop specific service aspects, including being a communication champion and leading parenting programmes. Their efforts helped improve children's communication and parental involvement, enhancing service quality provided. Staff felt valued and integral to the nursery's success. They should use these opportunities to reflect on practice and build their skills and knowledge.

Children and families benefited from quality assurance processes, such as monitoring and auditing specific nursery areas, including staff practice, accidents and incidents and lunchtime routine. The headteacher has plans to ensure quality assurance systems are further embedded and implemented across all aspects of the service. This should further support development of the service, staff's skills and knowledge and maintain positive outcomes for children.

The setting's vision, values, and aims were clear and aligned with the school's, fostering a shared approach reflected in daily practice. For example, the setting provided a nurturing, inclusive, stimulating learning environment and a focus to rebuild relationships with families and local community.

The headteacher was 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.

An improvement plan was developed, with areas identified to address gaps in service quality. These included improvements to outdoor play, learning resources and experiences and providing targeted support for individual children, which was evident and worked well in practice.

The service had started using some self-evaluation processes and was beginning to collect feedback from families to support the improvement cycle. Staff communicated with each other daily on what was working well and what aspects of the service needed further improvement. More formal processes would ensure that reflections bring about positive change and support staff as reflective practitioners committed 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 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

Staff were enthusiastic and engaged, which helped foster a positive atmosphere and continuity of care for children throughout the day.

It was a newly formed team with a range of skills and experience. Staff were encouraged to develop their skills and interests, support quality experiences and outcomes for children, and keep them safe.

The service was appropriately staffed throughout the day. Staff breaks were planned to minimise the impact on children while allowing staff time to rest and be refreshed. Effective staff deployment meant staff supported nurturing experiences and could meet children's individual needs well.

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

Staff's deep understanding of children and their ability to establish secure relationships with them was evident. They supported children in ways appropriate to their individual needs, for example, coming down to their level when interacting and providing responsive care. This resulted in changes to the play and learning environment and staff approach, creating a safe, secure, and happy atmosphere.

Overall, families felt a strong connection with staff caring for their child, commenting:

"Staff treat me with respect and I can see how much they care for the kids. The fact parents can walk in the classroom anytime and don't have to wait at the door or only come inside on appointment (as can be the case at other nurseries) makes me feel really trusting of the nursery".

"All staff are great at communicating, however due to staffing it can sometimes feel like you are taking them away from other tasks when needing to communicate".

"They are very invested in the kids and happy to talk care plans and strategies!"

Staff were happy at their work and dedicated to providing high-quality experiences and outcomes for children and families.

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?	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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