

Kingussie Primary School Nursery Day Care of Children

Ruthven Road
Kingussie
PH21 1EN

Telephone: 01540 661 354

Type of inspection:
Unannounced

Completed on:
3 December 2024

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017227

About the service

Kingussie Primary School Nursery is registered to provide a care service to a maximum of 21 children at any one time, aged three years to an age to attend primary school.

The Nursery operates from within Kingussie Primary School. The accommodation comprises of two playrooms with kitchen facilities, a reception area and toilets. The nursery has access to a fully enclosed outdoor play area, as well as access to the school gym hall and large outdoor play areas.

About the inspection

This was an unannounced inspection which took place on 3 December 2024 between 09:15 and 16:00. The inspection was carried out by one inspector.

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
- spoke with the manager and staff
- observed practice and daily life
- reviewed documents.

Key messages

- Children were safe, loved and secure in their attachments with staff.
- Children were developing their curiosity, imagination and problem solving skills through high quality play experiences.
- Children were very happy and engaged, and having fun taking part in various activities, both indoors and outdoors.
- Children experienced very warm, caring and nurturing support from staff who knew them very well.
- Staff worked well as a team and were committed to providing children with a service of a very high standard.
- Positive relationships with families supported continuity of care and effective partnerships.
- The manager and staff were committed to the ongoing development 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

How good is our care, play and learning?	4 - 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?

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 were very happy, settled and having fun as they played alongside or with friends. Children received nurturing care and support from kind, caring and friendly staff. Staff valued children's voice and sensitively listened to their requests, which told us that their views and opinions mattered. Children were effectively supported through well timed and thoughtful interactions, which contributed to their sense of security and promoted their overall wellbeing. We observed staff who skilfully provided reassurance, praised children and offered cuddles and love when needed. This resulted in children who had formed strong and trusting relationships with staff, which developed their sense of worth and enabled them to thrive.

Children's wellbeing was supported by staff who knew them very well. Staff could confidently discuss children and their individual needs and the strategies to support them. This meant that all children were respected and valued as individuals. Each child attending the service had a personal plan. These were completed and routinely reviewed in partnership with parents to ensure that they reflected children's current needs and the strategies required to meet these needs.

Where children required further support, staff had established good working relationships with other agencies and were confident in their role in liaising with them. They worked closely with other professionals to ensure consistency in their approach. As a result, children experienced a collaborative approach to their care and development.

Children and families benefited from a service that valued the importance of establishing strong working relationships with families to support children. This ensured that children received appropriate levels of consistent care and support. There was daily communication with families at drop off and collection time, and there were opportunities for parents to spend time in the nursery.

Snack and lunchtimes were relaxed, sociable and unhurried. Children were supported to develop important independence skills when pouring drinks and self serving snack. Staff were supportive of children who were new to the routine or needed assistance. This promoted children's confidence. Staff sat with children which provided opportunities to form and maintain relationships, and support language and communication skills.

Quality Indicator 1.3: Play and learning

Play and learning opportunities impacted positively on children's development, health, wellbeing and happiness. For the majority of the time, children benefited from uninterrupted play, allowing them to become absorbed in what they were doing.

The children were having fun and were engaged as they experimented and explored with a good balance of planned and spontaneous play opportunities which were in response to their interests. Children were offered good opportunities to be imaginative and creative in their explorative play and investigative learning. Play spaces were well resourced and promoted learning through real life experiences. Good use was being made of loose parts and open ended resources to enrich children's play and learning.

Planning approaches were responsive to children's interests. Carefully considered wall displays, at children's height, allowed the children to see what their current interests were and good use of the children's own art work, mark making and photographs brought the learning to life for the children. There were floor books which were used to record how children's interests were extended and developed.

Staff understood their role in supporting children's development and were adding further value to children's play and learning through their carefully considered interactions. They naturally engaged with children and showed interest. Staff offered individualised support to children during their play, being aware of when to engage and when to step back. They were able to support, extend and challenge children's thinking. Staff interactions encouraged children to think independently and to reflect. As a result, children were respected, valued and achieving.

We recognised good quality play, learning and development was taking place. Children had the opportunity to develop their numeracy and literacy skills and mathematical language while taking part in activities across the setting. For example, staff made good use of songs and rhymes to encourage children's vocabulary and language skills. Children had the opportunity to develop their numeracy and literacy skills and mathematical language while playing with real life resources in the home corner and while taking part in investigative play outdoors. We discussed with the manager and staff how they could further embed opportunities for the development of numeracy and literacy skills across the setting. For example, having measuring tapes in the construction area and recipe books and magazines in the home corner.

Families were meaningfully engaged in their child's play, learning and development. Staff ensured that parents were well informed of children's learning, progression and next steps, and were encouraged to give their feedback.

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

Children experienced a clean, bright and welcoming nursery. The playroom was comfortable and homely with plenty of natural light and good ventilation. Ensuring a healthy and safe environment for the children was a priority for the manager and staff. There was a system to report any repairs and damaged items were promptly replaced. Infection prevention and control practices minimised the potential spread of infection. There were appropriate risk assessments in place which promoted the safety of the children as well as daily checks of the premises.

Appropriate infection prevention and control practices were in place and minimised the spread of infection. For example, the setting was clean and well maintained. Food safety practices were appropriate and provided good levels of safety for children. We observed children being supported to understand the need for good hygiene and hand washing at necessary times.

Staff had created a well thought out, inviting and fun play space. We discussed how they could add more homely touches and cosy areas, for example, adding lamps, rugs and soft furnishings. The layout of the playroom and the storage of resources supported quality play and learning experiences. Children were able to independently select resources of their choice and lead their own play. We saw children who comfortably moved around the room and were engaged in their play. The home corner was busy with children taking part in imaginative play, while other children enjoyed taking part in arts and crafts activities, water play and engaging with books and singing songs.

Children's safety was well managed as staff were attentive and alert to children's movements. Tools such as updated registers and regular headcounts helped children to move safely around the setting. Children's security and safety was respected because of the measures in place.

Effective arrangements were in place to ensure children and families' personal information was safe and secure. Paperwork was stored securely within locked cupboards. This ensured confidentiality was maintained and complied with best practice guidance.

Staff had a good understanding of the positive impact that outdoor play had on children's overall health and wellbeing. Nursery children had their own fully enclosed outdoor play area as well as having access to the main school playground and playing field. Children could move equipment between the indoors and outdoors, which ensured play and learning was not interrupted. The outdoor play space offered children access to a good range of rich and meaningful learning opportunities, including a large sand pit, covered literacy area, wheeled toys, water play and a planting area. Staff took a positive risk benefit approach, and this supported children to assess their own risks and understand their own safety. Due to remedial work needing to be completed to the school roof, it was not possible for the children to use their own outdoor space on the day of the inspection, however, they all enjoyed quality time outdoors in the main school playing field taking part in active play as well as investigative play and discussion around frost and ice.

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 and families experienced a welcoming, warm and inclusive ethos that valued them as partners. A culture of continuous improvement was embraced by staff, which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

The manager and staff demonstrated their commitment to the service and were motivated to make improvements to ensure they continued to support children to reach their full potential. There were quality assurance systems in place, including self evaluation and an improvement plan, to ensure that the quality of the service was monitored and assessed in a focused and meaningful way. There was a quality assurance calendar in place that ensured purposeful audits of various aspects of the nursery were routinely carried out.

The manager was a regular visitor to the nursery to monitor the setting and observe staff practice to ensure children received high quality play and learning experiences. The manager also met with staff to discuss the continuous improvement of the service to secure progression and positive outcomes for children. There were regular staff meetings which provided time for the manager and all staff to reflect on their practice, identifying what they do well for children in their care, and highlight areas for development across the service. This contributed to staff feeling valued and listened to.

The community ethos of the nursery was reflected in the manager and staff's positive relationships with families. Engaging children and their families in the ongoing evaluation and improvement of the service was important to the manager and staff. They had established positive working relationships with families which supported regular communication through daily informal verbal feedback. Parents were also invited to 'stay and play' sessions which offered another opportunity for them to provide feedback about the service provided to their children.

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 deployment of staff was well managed and effective to meet children's needs. Children were cared for by a consistent staff team who worked well together. Staff promoted a very happy and welcoming environment where children were valued and respected. We observed staff being very kind and nurturing in their approach. It was evident through discussions and our observations that they were very motivated and committed to providing an inclusive, welcoming setting where all children mattered and were at the heart of the service.

Staff were warm, caring and sensitive and demonstrated positive team working. They worked well together and their differing skills and knowledge complemented one another and resulted in quality interactions with children. Staff communicated effectively with each other and worked flexibly to ensure the safety and wellbeing of children. For example, staff were aware of how many children were in the service and took regular head counts when leaving different spaces. This promoted a happy and secure environment where children were encouraged to lead their own play and learning.

Staff talked knowledgeably about children's individual needs, next steps and how they were being met. Staff demonstrated an awareness of when and how to effectively intervene, picking up on cues to support children's wellbeing, and extend their play and experiences. They were responsive and respectful of children during interactions and play which supported children to feel safe, secure and happy. Children enjoyed spending time with staff and were comfortable in their company.

Children benefited from effective supervision and quality engagement throughout the day. Staff were empowered to deploy themselves and respond to the needs of the children. This enabled staff to follow children's needs and interests without compromising the experiences of others. Transitions were seamless and well planned, with children being comfortable about what was happening next. During busier times of the day, routines had been established which promoted children's safety.

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

We recommend that the provider should review current risk assessments linked to service security and ensure appropriate measures are in place to support all children attending the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states:

'My environment is safe and secure' (HSCS 5.17).

This area for improvement was made on 19 March 2019.

Action taken since then

The manager and staff routinely reviewed and, where necessary, updated all risk assessments to ensure that children attending the service were safe at all times. Appropriate measures were in place to keep children safe.

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

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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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