

Kettle Primary School Nursery Day Care of Children

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Type of inspection:
Unannounced

Completed on:
29 January 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017095

About the service

Kettle Primary School Nursery is a day care of children service which is provided by Fife Council. The service is set within the grounds of the primary school in the village of Kingskettle. The service operates from an open plan playroom with free flow access to an enclosed outdoor garden area. They also have access to areas within the school, for example the large playground area and the use of resources within it.

About the inspection

This was an unannounced inspection which took place on Tuesday 28 January 2025 from 09:15 to 16:30 and Wednesday 29th January 2025 from 09:15 to 12:15. The inspection was carried out by one inspector 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with eight children and three family members.
- spoke with seven staff and management.
- observed practice and daily life.
- reviewed documents.

Key messages

- Personal plans were in place and supported the health and wellbeing of each child.
- We observed staff taking time to listen to the children and respond in a kind and caring manner.
- Children were encouraged to explore, problem solve and use their imagination.
- Children and families experienced a warm, nurturing, and welcoming environment.
- The service had quality assurance systems in place that meant regular checks were conducted across the setting.
- Families felt they were involved in a meaningful way to help to develop the service.
- The whole team were caring and sensitive in their approach and demonstrated positive teamwork.

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

Quality indicator 1.1: Nurturing care and support

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.

Children experienced warm, caring and nurturing approaches from staff that knew their individual personalities. The team used respectful interactions and kindness to help develop children's confidence and sense of security. The atmosphere was calm, and children were relaxed when approaching staff to ask questions, seek comfort and assistance with tasks. Families commented on the positive relationships that staff had with their children, one parent shared "Staff are all lovely and very caring and so good at their job."

Personal plans were in place for each child, these reflected the health and wellbeing needs of each individual. The plans were completed in partnership with families to ensure information was current and reflected progress, achievements, or any changes in children's lives. This approach ensured consistency and continuity in care.

Children benefitted from a daily routine that was relaxed, organised and respected their needs. Mealtimes offered opportunities to develop life skills. Children were able to be independent and make choices. They confidently poured their drinks and served their own food. A cosy snack area promoted a relaxed, unhurried and sociable experience. Staff sat with children and used the opportunity to promote language and communication through meaningful conversations.

Personal care interactions were warm, nurturing, and respectful, staff sought children's permission to enter the bathroom area to assist and when changing. We observed staff taking time to listen to the children and respond in a kind and caring manner. This approach promoted dignity and respect whilst valuing the children's wishes and choices.

Quality indicator 1.3: Play and learning.

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.

Children were having fun and benefited from a variety of play and learning experiences that impacted positively on their development and wellbeing. Resources reflected their needs and interests, the children were encouraged to explore, problem solve and use their imagination. This meant that children were able to lead with their own play and learning and make their own choices. For example, we saw children being creative and using critical thinking skills when trying to make a model at the art area, whilst other children were curious and keen to learn about the care and eating habits of the nursery's snail.

Planning processes were effective, recent changes to the format, had enabled the team to be more concise around planning for all aspects of the service. Staff worked together to promote a balance of intentional and responsive learning experiences for the children. Learning walls and floor books were used to evidence learning and highlight the child's voice, but also an opportunity to reflect and revisit on previous learning. Staff took time to evaluate learning which ensured that children's strengths, needs, and next steps were being well supported.

Staff interactions were patient and nurturing. During discussions with children, staff adapted their language and pace which supported children's understanding. Staff were skilled and knew when to step back and observe, when to intervene with effective open ended questions to support children's thinking and learning. This highlighted that learning was meaningful and provided opportunities for challenge and curiosity.

Literacy and numeracy opportunities were woven throughout the environment and were well promoted through the varied range of experiences. Staff understood the importance of language development and we saw children and staff sharing stories throughout the session. Children were enjoying developing numeracy skills through beginning to use number in context for example, measuring models in the construction area and playing sorting games.

How good is our setting?

5 - Very Good

Quality indicator 2.2: Children experience high quality facilities.

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.

Children and families experienced a warm, nurturing, and welcoming environment. There was ample space for children to play and extend their learning and interest. Cosy areas had been created to support their wellbeing, which helped them to relax and observe what was happening around them. Free flow access to the outdoors meant children could make choices of where they wanted to play and were confident in leading their own learning. Staff were reflective on the ever-changing interests of the children and amended the environment to suit the needs and curiosities.

The layout of the indoor play spaces ensured that children could move around areas with ease, allowing them to access resources independently. Children were confident while moving around these spaces and used resources very well to support their ideas and interests. They also had the freedom to transport resources from area to area to extend their play and learn further.

Systems were in place to help keep children safe. Detailed risk benefit assessments had recently been implemented which considered supports to promote risky play and resilience. Children were being involved in developing their skills and awareness of staying safe through exploring the Care Inspectorate's SIMOA campaign (safe, inspect, monitor, observe and act). SIMOA the elephant assisted the children to complete daily health and safety checks of the environment. This supported the children to understand risk and the importance of keeping themselves safe.

Children's health and wellbeing was promoted through effective infection, prevention, and control practices. Hand washing took place at key times throughout the session. Children were confident in this practice which demonstrated that this was embedded into the daily routines of the service. This supported staff and children to minimise potential risks of infection and helped to create a safe environment.

How good is our leadership?

5 - Very Good

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

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.

Children and families benefitted from a highly effective team who regularly participated in self-evaluation and reflection to ensure they continued to deliver high quality care. Staff used best practice guidance to evaluate the strengths of the service and identified further areas of development. Regular staff meetings enabled the team to come together and reflect on achievements and develop plans for improvement.

Children's and families' view and suggestions about their care, play and learning were valued by staff. The feedback we received from families highlighted that they felt they were involved in a meaningful way to help to develop the service. Learning together opportunities were offered, such as Bookbug and PEEP (parenting groups). The closed social media group helped the service to celebrate achievements and inform families of planned learning events. Feedback from families was obtained and had been acted upon, this meant that parents felt listened too. As a result, there was a collaborative approach to improvement.

The service had quality assurance systems in place that meant regular checks were conducted across the setting. This included the reviewing of personal plans, and accident and incident records. Evidence of this monitoring had been shared with the team and with the use of reflective questioning helped to evaluate the experiences and provision. This demonstrated an ethos of continuous improvement.

A recently revised improvement plan helped to identify relevant and significant areas for development. Staff talked confidently about the recent changes to the plan and had already started to work towards these outcomes. This meant that children and families experienced a service that promoted high quality care and learning through improvement.

How good is our staff team?

5 - Very Good

Quality indicator 4.3: Staff deployment

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.

Children benefitted from a caring and nurturing staff team who knew them well and were committed to providing high quality care and support. There was a wealth of knowledge, skills, and expertise across the team. Staff were respectful and supportive of each other. The whole team were caring and sensitive in their approach and demonstrated positive teamwork. This promoted a happy and secure environment for children.

The staff team had taken on lead roles to develop specific areas, these roles were well planned for and linked well to the whole school improvement plan. For example, there were leaderships roles in PEEP (a parenting group), Bookbug, garden development and sign-a-long. All staff were confident in their roles and were able to reflect on how their passion and dedication had benefitted children.

Staff were committed to their professional development which helped to deliver a high-quality service for children. The whole team had undertaken a range of learning which included formal training, professional discussion, and self-directed reading. This supported staff to develop their knowledge and skills. As a result, the continuous professional development promoted a positive impact on outcomes for children.

Staff deployed themselves effectively to ensure children were able to lead their play and learning. They engaged with children where they chose to play. They positioned themselves at children's level and were able to scaffold learning through meaningful discussions and respond to sustain the interests and challenge

thinking. Busier times of the day were well managed to ensure children's safety. For example, welcoming families into the service and taking the time to talk to them, showing genuine care. Families told us that staff were approachable, caring, and friendly, as a result families had developed trust and confidence in the team to meet the children's needs.

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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