

Taynuilt Primary Pre Five Unit Day Care of Children

Taynuilt Primary School
Taynuilt
PA35 1JE

Telephone: 01866 822 343

Type of inspection:
Unannounced

Completed on:
7 May 2025

Service provided by:
Argyll and Bute Council

Service provider number:
SP2003003373

Service no:
CS2003014670

About the service

This service registered with the Care Inspectorate on 01 April 2011. The service provider is Argyll and Bute Council.

Taynuilt Primary Pre Five Unit is a daycare of children service. The service operates from their own self contained building and enclosed outdoor space within the grounds of the primary school, in the village of Taynuilt. The service operates during school term times.

1. To provide a care service to a maximum of 24 children not yet attending primary school at any one time. No more than 4 are aged 2 years to under 3 years.

About the inspection

This was an unannounced inspection, carried out by one early learning and childcare inspector, which took place on 30 April and 1 May 2025. The service is registered for 24 children, during the inspection 18 children were present aged 2-5 years. To prepare for the inspection we reviewed information about the 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:

- Observed practice and daily life.
- Spoke with children using the service.
- Reviewed documents.
- Spoke with management and staff.
- Sent online questionnaires to parents/carers to gather their views and feedback.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were experiencing warm, nurturing care and support.
- Staff knew children well and had developed positive relationships with them.
- Children relished being outside and had free flow access to outdoors.
- Children enjoyed a positive, nurturing lunchtime experience.
- Planning approaches should be more child centred and responsive to children's individual needs and interests.
- Children's play spaces both indoors and outside should continue to be reviewed and evaluated with careful consideration given to the experiences for the younger children.
- Leadership roles should be developed within the staff team with clearly defined areas of responsibility to further strengthen staff deployment .

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We made an evaluation of adequate for this key question. While strengths had a positive impact, key areas need to improve.

Quality indicator 1.1: Nurturing care and support

Children were experiencing warm, nurturing care and support. Staff knew children well and were developing trusted and loving relationships with them through responsive, sensitive interactions that supported their wellbeing and helped them feel valued, safe and secure. Children were happy, active and confident about approaching staff for help. Staff engaged sensitively with them to reassure and support their play, encouraging them to make choices, share, follow their own interests and promote friendships. A parent told us on their child's behalf; "[I like] playing outside, playing with lots of friends and colouring in. Singing songs and playing games like animal snap." Another parent commented; "[My child] loves water play, playing with toys outdoors and playing in the mud kitchen."

Staff were nurturing and respectful with children's personal care, inviting children to the toilets and supporting them to be changed with sensitivity. If needed, children had access to quiet areas suitable for them to sleep or rest. Staff explained how sleep routines would be tailored to children's individual needs and follow current best practice, to ensure their wellbeing and emotional security was protected. A parent commented; "The staff are fantastic with the children and are always adapting to [their] needs."

Children enjoyed a positive, nurturing, unhurried lunchtime experience with a hot nutritious meal that was nicely presented and took account of children's individual dietary needs. Parents commented; "My [child] gets a healthy snack and a balanced meal each day, both of which he enjoys eating" and "There is always fruit available at snack time and vegetables with lunch."

Mealtimes were an opportunity for children to develop self-help skills and independence. For example, pouring their own drinks and practising their fine motor skills with utensils and cutlery to self-serve and eat their lunch. Staff were supportive, considerate of children's needs and sat alongside them during lunch, encouraging friendly social interactions, developing conversations and supporting children well when they needed help.

Personal plans and 'All about me' profiles contained relevant core information about children's individual needs and preferences gathered in partnership with parents and working alongside other professionals. Staff were recording information to support children's health, welfare and safety needs. To ensure a more consistent approach to documenting children's needs and how these will be met, staff recognised their recording methods and formats needed to be further developed and streamlined, with a stronger focus on children's support strategies and next steps linked to clearer progression pathways for their play and learning. (See Area for Improvement 1).

The service was communicating effectively with parents through regular conversations, meetings with key staff and other professionals who may be involved in a child's care and support. Parents commented; "We have space and time to enter the ELC calmly to ease the transition and are given the opportunity to have a private chat with [my child's] care worker if and when required or requested" and "I have been given lots of opportunities to discuss how my child is getting on at nursery and what he/she has been up to each day."

No children were being given medication at the time of the inspection. The Head teacher confirmed they would ensure medication was being monitored and audited in line with our updated best practice guidance 'Management of Medication in Daycare and Childminding Services'.

Quality indicator 1.3: Play and learning

Overall children were having fun and enjoyed seeking out resources that captured their interest, imagination and natural curiosity. Staff knew the importance of supporting children to explore their ideas, build on their interests and enjoy a range of experiences outdoors. Parents said; "The activities are varied and I like the fact that they can go outside as often as they want" and "[My child] goes outside in the nursery outdoor space most days and loves playing with the others and with the bug hotel, slide, mud kitchen, balls, cars and scuttle bug."

Staff knew the importance of carrying out observations to support and develop natural curiosity, a sense of wonder and progression in children's play and learning through promoting independence and offering challenge. They were working hard to support children to explore their ideas, build on their interests and lead on their play and learning. Parents commented; "[My child] really enjoyed learning about the blood moon, building a space station and singing zoom zoom zoom we're going to the moon" and "[My child] regularly talks about what he/she has learned in the ELC at home, sharing his/her learning experiences with me."

Approaches to child-led planning were being developed through capturing children's experiences and 'bright spark' moments in planning sheets. For example, a child's interest in aeroplanes had led to a variety of group activities, that included tracking the flight paths of aircrafts and learning about maps and countries across the world. Staff recognised the impact of the different age ranges and needs of the children on sustaining their play. Planning approaches needed to be more child centred and responsive to children's individual needs, with next steps for children's learning identified through more meaningful evaluations of observations. Moving forward, planning should aim to capture children's individual needs and interests, as well as supporting the opportunities required to meet their next steps. This would ensure children have valuable play and learning experiences that support them to reach their full potential. (See Area for Improvement 2).

Areas for improvement

1. To support children's wellbeing, development needs and progress, personal plans should be further developed and streamlined with a focus on more detailed support strategies and next steps linked to clearer progression pathways.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. To support children's play and learning and enable them to achieve their full potential, management and staff should:

- Review and further develop their approaches to planning to create a better balance of child centred, structured and free flow play and learning experiences.

- Ensure appropriate levels of challenge and depth in play and learning that supports children's curiosity and creativity and enables them to lead on their play and learning.
- From observations undertaken, consider how individualisation is captured within planning to create and support opportunities for children to achieve their identified next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

How good is our setting?

3 - Adequate

We made an evaluation of adequate for this key question. While strengths had a positive impact, key areas need to improve.

Quality indicator 2.2: Children experience high quality facilities

The nursery had a secure door entry system and an arrival and signing in procedure in place. The playroom was clean, well ventilated with plenty of natural light. A parent told us; "It is a very safe nursery, very secure, I have no concerns about this. It's clean and well maintained." Furniture was child sized and there were some areas with soft furnishings for relaxation and comfort. Children had space to play in small groups and by themselves. They relished being outdoors and were able to free flow outside to an enclosed outdoor space, that provided opportunities for risky play enablement through climbing, balancing and building with natural materials and loose parts play resources. This was supporting children's independence, awareness of risk and sense of responsibility. A parent told us; "There is always the opportunity to play outside in different weathers. There are waterproofs available as well as sun hats and gloves."

At times during our visit we observed that the younger children were not always engaged or fully absorbed in their play. Staff recognised children needed further opportunities both indoors and outside, to promote their curiosity and imagination, their sense of wellbeing, wonder and adventure through free play, open ended materials and loose parts play. The layout and positioning of tables indoors was also impacting on children's experiences, as they were unable to freely access resources, limiting their choices. Staff were in full agreement that some of the resources outdoors that had been well used were now in need of replacement. Management and staff should continue to review and evaluate the layout of children's play spaces and resources both indoors and outside with careful consideration being given to the experiences for the younger children. (See Area for Improvement 1).

At the time of the inspection, children were able to safely use the outdoor space. However, at times during wet weather the surface does become flooded and too muddy for children to use. The local authority confirmed investigations were underway to identified the drainage issues to enable the setting to establish a safe and inspiring space for children to play outside all year. Plans were also underway to install a canopy to create a covered area for children to shelter when going outside.

Dynamic risk assessments were in place that reflected the current facilities and identified any potential risks. The head teacher confirmed they would continue to be regularly reviewed and updated to reflect any changes. A parent commented; "I feel the nursery is secure and safe for my child."

Facilities to support children's personal care needs were respectful of their privacy and dignity. Staff and children were practising appropriate infection prevention and control practice. For example, children were encouraged to wash their hands on returning from outdoors and before eating with staff monitoring this to reduce spreading infection.

Areas for improvement

1. To support positive outcomes and improve the play experiences for all the children management and staff should:

- Review the suitability, accessibility and quality of resources on offer to provide children with more opportunities through free play to promote their curiosity and imagination, their sense of wellbeing, wonder and adventure.
- Continue to review and evaluate the layout of children's play spaces both indoors and outside with careful consideration being given to the experiences for the younger children.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

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 are well led

The head teacher and staff were committed to the ongoing improvement and development of the service to achieve the best outcomes they could for children and their families. They had an improvement plan in place that focussed on children's rights to play, be safe and healthy and were in the process of reviewing their aims and objectives statement in partnership with parents. They understood the importance of maintaining standards and being outcome focussed, demonstrating a strong capacity for improvement. Parents commented; "We are so grateful to the amazing staff who work with the children every day, making sure they are safe, entertained, engaged and cared for..." and "They are helpful, supportive and understanding and eager to do the best for my [child]."

The staff team were committed to their continued professional development. Training and good practice guidance was helping them develop in their roles. They had opportunities to self-evaluate and critically reflect on their work, through staff meetings and day-to-day discussions about children's play and learning. This was supporting positive outcomes for children by enabling staff to incorporate the child's voice through the planning and development of the service. A parent commented; "We have nothing but positive praise to give the nursery at Taynuilt - we feel it is such a nurturing, happy environment that celebrates the uniqueness of each child and our [child] has come on leaps and bounds attending it."

The head teacher was implementing systematic procedures to monitor and evaluate the service. For example, accident and incidents were being recorded and shared with parents with a monthly audit to track any recurring incidents and identify any areas for action. Along with a monitoring calendar that included the tracking of staff registrations with the Scottish Social Services Council (SSSC). To further support and sustain continuous improvement throughout the service, the head teacher should continue to develop and embed robust quality assurance processes and procedures. We would suggest the feedback following inspection could be used, in conjunction with the Care Inspectorate: 'A quality framework for day care of children, childminding, and school aged childcare', as a tool for further development of self-evaluation and improvement, with high quality play placed at the heart of their improvement planning.

How good is our staff team?

3 - Adequate

We made an evaluation of adequate for this key question. While strengths had a positive impact, key areas need to improve.

Quality indicator 4.3: Staff deployment

Staff were warm, welcoming and engaged well in the inspection process. Staff were open and honest during discussions, and we could see they were a flexible and committed team wanting to deliver best outcomes for children and families. They felt well supported by the head teacher and had regular opportunities to meet, talk about their work and discuss children's learning and progress. A parent said; "[The staff] are brilliant so supportive and treat the children so well and the parents with respect and understanding." Another parent commented; "The [staff] are so caring and the environment they have created helps our children thrive."

Staff communicated respectfully and effectively with one another at key transitions throughout the day, for example at lunchtime and at the end of the session. A parent commented; "There is a consistent routine at drop off and pick up where one member of staff greets the children in the cloakroom and the same member of staff is present at pick up." Their interactions with children were nurturing and demonstrated an understanding of children's individual needs. Staff had established positive relationships with both children and their families. They were all registered (or in the process of registering) with the SSSC and showed a clear commitment to improvement and professional development. Parents told us; "The staff are very helpful and approachable" and "The atmosphere is very caring, the staff are dedicated to making the atmosphere welcoming, interactive and inspiring."

The setting was appropriately staffed to meet the needs of the children attending. We acknowledge the head teacher was giving careful consideration to recent staff changes to support and develop the skills mix within the team. However, we observed after the lunchtime period that staff were not always responding or deploying themselves as effectively to support, supervise and actively engage the children in different parts of the nursery. For example, more effective deployment of staff in the outdoor area would have encouraged further opportunities for children to freely explore and safely enjoy, the full use of the outdoor play space. Going forward, we would ask that management continue to monitor and review staff deployment closely, with careful consideration given to staffs' skills, knowledge and experience, this would ensure positive experiences and outcomes for children. To support and ensure children enjoy high quality interactions and positive experiences throughout the whole day, we would suggest staff leadership roles and responsibilities are more clearly defined through the development of champion roles. This style of leadership would value staffs' individual strengths and contribute to improved experiences and outcomes for children. (See area for improvement 1).

Annual appraisals and one to one supervision sessions provided an opportunity for staff to reflect on their role and discuss plans for future learning. We discussed how staff skills and knowledge could be further developed through the implementation of the 'Scottish Government's National Induction Resource'.

Areas for improvement

1. To promote positive outcomes for children and support staff development, management should:

- Continue to monitor and review staff deployment closely, with careful consideration given to staffs' skills, knowledge and experience.
- Develop leadership roles to ensure staff have designated roles and responsibilities to support them to take ownership and make improvements as part of their ongoing professional development.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states that: 'I use a service and organisation that are well led and managed' (HSCS 4.23) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.