

Killlearn Primary School Nursery Day Care of Children

Crosshead Road
Killlearn
Glasgow
G63 9RN

Telephone: 01360 550 430

Type of inspection: Unannounced
Inspection completed on: 13 September 2017

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Care service number:
CS2003017464

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Killearn Primary School Nursery is a Stirling Council early learning and childcare provision. The service is registered to provide early learning and childcare for a maximum of 30 children aged from three years to not yet attending primary school. The service operates Monday to Friday during school terms offering a variety of flexible placements. Children benefit from their entitlement of 600 hours early learning and childcare.

The service is situated in its own building in the grounds of the school. Two playrooms and access to a sizeable enclosed garden to the rear of the premises ensured that children benefit from a variety of excellent experiences.

The service states the following as its vision, values and aims:

"Our work at Killearn Primary School Nursery is firmly grounded in a vision for a school that puts children first, practices principle centred leadership, nurtures genuine care and concern for all, by all and promotes core values that impact positively on our school community. At Killearn Primary School our school values are:

Honesty, Fairness, Respect and Responsibility.

These values provide a framework for the continuous growth and development of our school community. The development of the whole child is paramount and this is reflected in our school aims:

- Raising standards of attainment and achievement by providing an appropriate, challenging, stimulating and enjoyable curriculum.
- Promoting excellence and the personal growth and continuous development and self-evaluation of all school community members within an environment that is conducive to effective learning and teaching.
- Providing a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect are valued and practised.
- Promoting and developing the important partnership between school, children, parents and the wider community.
- Supporting children in becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens by developing confidence, positive attitudes and lifelong learning skills."

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people – and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children. The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

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What people told us

Children were happy and confident in the setting. We spoke with children whilst they were engaged in a variety of well planned activities. They told us they were building a bridge over the water with the loose parts, told us they were drawing a picture of a snow man or robin as a design for their Christmas cards and that they were helping to nurture the stick insects by cleaning their home and feeding them.

Agreed routines and care nurtured children to achieve their potential. Children told us about the photographs displayed throughout the setting. The garden album showed the development of the outdoor area. Children were evidently involved in planning and developing the area. When looking at the photographs they said "I am hammering real nails", "We made crumble with the rhubarb", "We planted vegetables and made soup". Children showed us their journals and the photographs in the planning books that highlighted their progress.

We met with seven parents during our visit who gave their views about the quality of the service. They were extremely positive about staff. They said they were extremely professional and skilled when supporting families; that they quickly identified children's individual needs; that highly effective communication kept them informed about children's progress and that they responded to children so that their learning took account of their interests. Parents appreciated the flexibility of the service to enable them to benefit from the 600 hours of early learning and childcare children were entitled to. They felt involved in the service and respected by staff who listened to their suggestions taking them into account.

We sent out twelve Care Standard Questionnaires. Five were returned containing positive comments that included:

"Welcoming and friendly environment..."

"...The staff are warm and friendly and put in a huge effort to make children feel safe, happy and secure. From an education perspective they are also great..."

"The school is certainly a secure and nurturing environment... Staff are open, friendly and available..."

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at the improvement plan for the service which demonstrated clear priorities for improving outcomes as well as progress being made.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	6 - Excellent
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Children were supported to achieve their potential to an outstanding level.

Support with children's transitions was very strong. Personalised approaches ensured that children were given additional time and support as required. Arrangements resulted in a positive experience for families including a collaborative approach to planning and delivering effective transition processes.

Very strong partnerships with parents, carers and other agencies ensured that support was provided so that children made progress and achieved their learning targets. Parents said that staff identified children's individual needs quickly, that planning was child led and that communication was effective ensuring that children's learning and achievements were shared with them. The 'Mindfulness' initiative was implemented, the benefits shared with parents and evaluated to show the effectiveness.

Children benefitted from effectively planned high quality experiences. Learning was effectively promoted in a skilful way. Children were developing language skills and mathematical thinking. They talked about nurturing the stick insects and measuring them to see how much they had grown.

Staff used high quality observations to track, monitor and evaluate children's progress responding effectively to meet individual needs. Excellent record keeping systems highlighted and supported children's learning, achievements and ongoing assessment contributing positively to their experiences in the setting.

We found that general practice in the areas of managing medication and recording accidents and incidents were managed well. Staff were aware of their responsibilities to protect children in their care and had regular training to refresh their skills and knowledge in the protection of children.

Excellent planning, a strong evidence base and effective self-evaluation resulted in the continuous improvement of the environment. The development of the outdoor area had resulted in improved experiences for children who learned about staying safe, developed confidence and resilience and learned about the outdoors. Strong leadership and effective partnership working with families meant that their views were taken into account and influenced the development of the outdoor area. Children told us about growing vegetables and making soup and using 'loose parts' to explore, investigate and be creative. Children were learning to problem solve as a result. Fund raising had resulted in the erection of a canopy that supported free flow outdoor learning opportunities.

Excellent involvement in the local community included regular visits to the local care home and involvement in local horticultural shows. The children made bramble jelly to sell at the fayre and showed the plants and vegetables they had grown. The variety of experiences provided opportunities for children to develop new skills and to test and challenge themselves. They were very proud of their achievements.

What the service could do better

The benefits and feasibility of home visits was being explored to improve the transition process.

A visit from a speech and language therapist resulted in professional dialogue around how best to support children in the setting. Staff aim to develop the signage in the playroom as a result. Evaluation of the effectiveness of the playrooms had resulted in staff identifying the need to reflect on and consult with children about the use of one playroom. The room was well used when children were arriving and during group time. The sensory/quiet area was used to settle children when they arrived and the white board was used to during group time. However, staff felt that children did not use the space effectively.

As part of the continuing development of self-evaluation, the improvement plan highlighted the need to further develop the use of How Good is Our Early Learning and Childcare in the setting.

The management team recognised the need for effective recruitment following staff changes. The aim is to ensure a seamless collegiate learning culture including peer learning, constructive feedback and high quality professional dialogue.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
13 Jan 2015	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good 6 - Excellent 6 - Excellent
25 May 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
18 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 5 - Very good 5 - Very good 5 - Very good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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