

Kintore School Nursery Day Care of Children

Kintore School
Castle Walk
Kintore
Inverurie
AB51 0RU

Telephone: 01467 634 380

Type of inspection:

Unannounced

Completed on:

25 June 2019

Service provided by:

Aberdeenshire Council

Service provider number:

SP2003000029

Service no:

CS2003016316

About the service

Kintore Primary School Nursery transferred its registration to the Care Inspectorate when it was formed in 2011 to provide a care service for a maximum of 85 children at any one time, age from 2 years to an age to attend primary school, of whom no more than 5 may be aged 2-3 years.

Kintore Nursery is located within Kintore Primary School, Aberdeenshire. The children play mainly in the large playroom and in the fully enclosed outdoor play area. Snacks and meals are served in a smaller playroom within the nursery accommodation. The service makes good use of the school facilities and wider school grounds.

Aims of the service include being, "responsible for our actions, engaged actively in learning, ambitious to succeed, confident about making the right choices, happy and healthy, involved in and supporting our community, nurturing ourselves and each other, good at listening and sharing ideas."

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

For this inspection we received ten completed Care Standards Questionnaires and we spoke to three parents/carers. Responses indicated that parents were overall very happy with the service, commenting very positively about the care and support their child was given. They told us the staff were brilliant, friendly and very experienced and that their child enjoyed attending the service. Some parents felt that staff were not adequately trained to deal with children who required additional support. This was not part of our findings and is addressed in the body of the report.

Parents' comments included:

"Kintore is a wonderful environment, with very experienced staff, who put in a huge amount of effort with the children and make nursery an exciting place to come."

"This is the best nursery setting. The staff are caring, energetic, always planning fun and educational activities."

"Wonderful experience at this nursery. Such welcoming staff who clearly put a huge amount of effort into their work and preparations for activities. My child loves going here."

"My child looks forward to going to nursery and has a good relationship with all the staff. I find them all very friendly and helpful."

"Nursery and all staff are amazing. My child has come on lots. The staff are its biggest asset."

"The staff really do care for the children and are very nurturing. Excellent learning experiences are planned and implemented. The children receive a wonderful range of activities and opportunities to develop skills. The outdoor environment and local community are used well to extend learning and promote purposeful experiences."

"I think teachers should have more training to gain more knowledge about children with special needs. I sometimes think my child does not receive the care they need."

The children all appeared happy and engaged with the activities on offer.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance processes. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

Staff were very kind, caring and supportive of the children's individual needs. Children new to the setting were invited to participate in a small group activity, helping them make friends and grow in confidence. Children with additional support needs were supported by sensitive and skilled staff who met their needs well. Staff and the children were confident in using Makaton (sign language) to help children communicate their choices, wishes and feelings. This contributed to children feeling safe and at ease.

The setting had recently introduced flexible hours to help meet the needs of the children and their families. This meant some children benefitted from a hot meal and full day care. Nurturing staff ensured children attending all day were provided with stimulating activities and opportunities for rest, and those going home felt included and not left out. This promoted a positive ethos where everyone was happy to attend.

Positive links with the local playgroup and school community supported children to transition between groups. Playgroup children visited the nursery, met the staff and played with the toys. This provided opportunities to form relationships and attachments with staff. Children moving to school were supported with a programme of events that enabled them to feel confident and excited.

Systems and procedures were in place to support the safe administration of medication. Children with allergies were well catered for and staff were well informed about their individual needs.

Effective systems were in place to safeguard children. Management and staff demonstrated a very good knowledge and awareness of how to keep children safe and protected. The child protection policy provided clear guidance in the event of any concerns. Chronologies were used to assess individual children's wellbeing needs and relevant agencies had been informed to help ensure families were well supported.

Changes to the nursery environment included the addition of more cosy corners and individualised play areas. This meant it looked inviting and fun. The addition of real-life resources to the role play corner meant children could learn through familiar play, develop their ideas and explore their emotions. A range of resources supported early literacy and numeracy skills, and this was evident in the wall displays depicting the children's favourite books. The service should continue to develop open ended and loose parts play to challenge and extend children's thinking.

Quiet and relaxing areas provided opportunities for rest and relaxation. Children were able to access a sensory room, helping them feel calm and more able to learn.

The service provided interesting and stimulating outdoor play experiences to support children's learning and development. They enjoyed riding bikes and scooters, playing in the large sandpit and water play. New literacy and numeracy resources had been purchased and stored in units which supported children's choice and independent play. Children were able to free flow between indoors and outdoors throughout the session, helping to keep them fit and healthy.

The nursery regularly accessed the school library, hall and adventure playground. This helped the children to feel part of the school community. The ECO garden provided opportunities for children to explore a natural environment, helping to develop their understanding of the world around them. They had built camp fires and were very aware of the importance of keeping safe in a risky situation.

What the service could do better

Staff were very knowledgeable about the children in their care and a range of information was available to them to help meet children's needs. However, there was not enough information recorded to support the progress of children with additional needs. We discussed developing support plans with clear strategies to support children progress. This will help staff unfamiliar with the children provide them with the help they need.

Children were able to participate in a range of child led and organised play experiences. However, at times children's play was disrupted with adult led group times. This was minimised on the second day of inspection, enabling children to further develop their ideas, imagination and creativity.

Nursery planning formats were not representative of the very good child led play experiences taking place. We discussed ensuring plans showed how best to meet the individual needs of the children and did not focus on the activity. The manager advised she would make some changes to the nursery planning to ensure it more accurately reflects their good practice.

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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
23 May 2016	Unannounced	Care and support	5 - Very good
		Environment	6 - Excellent
		Staffing	5 - Very good
		Management and leadership	5 - Very good
19 Jan 2011	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
27 Feb 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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