

# Kilmaron Special School Nursery Day Care of Children

Kilmaron Special School  
Balgavie Road  
Cupar  
KY15 4PE

Telephone: 01334 659480

**Type of inspection:**

Unannounced

**Completed on:**

25 October 2019

**Service provided by:**

Fife Council

**Service provider number:**

SP2004005267

**Service no:**

CS2006125671

## 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](http://www.careinspectorate.com)

This service registered with the Care Inspectorate on 01 April 2011.

Kilmaron Special School Nursery is registered to provide a care service to a maximum of 3 pre-school children. Staffing ratio must be 1 adult : 2 children.

The service is provided from within a school building in Cupar, Fife. The school is close to all local amenities.

The nursery class is joined with a primary school class with direct access to a large secure outdoor play area. The class has tables in the centre of the room that the children's chairs can be positioned around for table top activities and snack. There is a soft play area in one corner of the room and a wide variety of resources and activities are displayed around the room. There is also a sensory room for the children to take part in a range of sensory experiences.

The aims of the service include;

'As a small 3-18 school for pupils with complex Additional Learning Needs our commitment is to develop youngsters who are successful and confident and who, through their individual abilities to participate and develop independence, are seen as both effective and responsible. Within the spirit of Curriculum for Excellence, building on strengths and interests, using a range of person-centred, creative and innovative approaches to teaching and learning, we aim to be Getting it Right for Every Child in the school. The staff and pupils of Kilmaron School strive to maintain a safe, happy, positive and purposeful school where parents and visitors are always welcome'.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), 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 Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

## What people told us

We observed and interacted with one nursery school child and six primary school children during our visit. This gave us a good insight into their experiences both indoors and outdoors. The children presented as happy, relaxed and responsive and it was evident that nurturing attachments had been formed between the children and staff.

We issued three Care Standards Questionnaires for the service to distribute to parents. No completed questionnaires were returned to us.

## 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 which demonstrated their priority for extending the scope of staff training in communication and language and with parents and partners complete the review of the communication and language policy in Kilmaron. For example, members of the team were interested in extending their training skills to further support communication and interactions with children who had visual impairments or were registered blind.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	5 - Very Good
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	not assessed

## What the service does well

An enthusiastic and passionate team provided a nurturing environment for the children to take part in a range of quality experiences. Positive attachments had been formed between the children and the staff. This resulted in the staff knowing the children well and having a good knowledge of what the children responded well to and what motivated them. This ensured that children were supported to achieve through participating in a broad range of motivating and stimulating experiences.

Staff were responsive to the children and ensured that their health and wellbeing needs were fully met to a high standard. A nurse who worked alongside the staff team; administered medication, carried out medical interventions and checked medical equipment to ensure these were working correctly. The staff carried out the children's physiotherapy programmes with them. These programmes supported regular movements and postural management.

Children communicated with staff using a variety of communication tools which included Makaton, Boardmaker symbols, facial expressions, gesture and eye movements. The staff responded to the children's emotional needs by giving them cuddles and reassuring them using quiet voices. A sensory room and a quiet room were also accessible for the children to support their resilience by providing a quiet and relaxing space for them to withdraw to as and when required. This all resulted in the children being respected and fully included and active within the class.

Flexible planning was in place which included a range of exciting experiences which supported the children to work towards and achieve their short and long-term goals. The children responded well to music; one member of staff had taken on a lead role to incorporate music into most activities. Training and joint working with other professionals including a music therapist supported staff members to develop their skills. Activities included; Sensology (sensory activity), the welcome song that used symbols and a Big Mack switch to develop communication and cause and effect activities which supported the theme, 'Our Mechanical World'. For example, children would press the Big Mack switch when prompted to hear it say, 'good morning'. This resulted in children being actively involved in and responding well to the fun activities which included music and singing to support them to achieve.

The children had daily access to a large fully enclosed outdoor play area. This area offered; a range of surfaces for children to explore, a gazebo that provided a quiet area and a wide range of experiences to support the children to develop an awareness of their senses. For example, children were kicking and moving through leaves

on the ground and listening to the crunching sound that they made. A range of natural and open-ended resources were available outdoors to support and encourage children to develop and achieve. Children also took part in planting and growing opportunities; they developed responsibility by caring for the vegetables and then took part in baking and cooking experiences using what they had grown. These opportunities supported the children to develop a greater awareness of their senses as well as healthy lifestyles by accessing the outdoors daily.

Staff communicated with parents using daily communication diaries which recorded information about the children's activities and experiences, toileting, meals and sleeps. Parents could respond, leave comments and provide the staff with relevant information to support them to meet each child's needs daily. This developed positive partnerships with parents and maintained quality communications. Parents and other professionals were involved in the development of goals and next steps. Children's progress within their goals was displayed respectfully on a wall display using photographs to showcase their learning and achievements. Their learning was evaluated within their individual folders and shared regularly with parents.

Children were supported to access a wide range of resources to enable their learning and development. These included musical instruments, treasure baskets, cause and effect equipment and a variety of experiences that incorporated numeracy and literacy. All these opportunities provided positive outcomes for children and supported them to achieve, be curious and begin to understand the concept of cause and effect.

## What the service could do better

As discussed, it would be beneficial for the staff to complete training logs which showed the impact of their learning on their practice within the nursery. This would support continual professional development and ongoing improvements.

Knowledge of best practice documents could be increased and shared between the team to continue to develop play experiences for children. For example, 'My World Outdoors' and 'Our Creative Journey' would further support and enhance the quality play and learning experiences for children.

## 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](http://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	
17 Nov 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
28 Feb 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
17 Dec 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed

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