

Kirkcaldy West Primary School Nursery Day Care of Children

Milton Road
Kirkcaldy
KY1 1TL

Telephone: 01592 583432

Type of inspection:

Unannounced

Completed on:

1 October 2019

Service provided by:

Fife Council

Service provider number:

SP2004005267

Service no:

CS2003015882

About the service

This service has been registered with the Care Inspectorate since 1 April 2002.

Kirkcaldy West Primary School Nursery is part of Fife Council's provision of early learning and childcare. The service is registered as follows:

"The care service may be provided to a maximum of 63 children from 3 years to an age to attend primary school."

Any other conditions unique to the service:

"Children have access to all nursery room space and other areas of the school premises as appropriate."

The service is provided by Fife Council offering morning, afternoon and full day sessions in line with government policy. The deputy headteacher, acting as headteacher at the time of inspection, is currently the designated manager for the service. It was recognised that a temporary change of manager notification was required due to the period the headteacher had been absent from the service. The children were cared for by a team of early years officers and pupil support assistants with support from a nursery teacher. The service is situated in Kirkcaldy on the same site as Kirkcaldy West Primary School. The accommodation includes a cloakroom area, an open plan playroom and children's toilets. Children moved freely, both indoors and outdoors, choosing from a range of activities that supported their curiosity, creativity and imagination.

The vision of the service was:

"At Kirkcaldy West our vision is to equip each child with the skills necessary to be an active member of a 21st century global community. Our broad aims are for our pupils to be Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. We embrace new learning approaches and technology to help us do this better! We encourage our pupils to think "Kirkcaldy West": Knowledge + Wellbeing + Perseverance = Success!"

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

During the inspection we spent time with the children present. We observed them to be happy and confident in the setting. They said, "I am painting with water;" "We made a fire with sticks in the woods;" "We were kicking and jumping." (when attending a Tae Kwon Do session)

We spoke with six parents who said:

"I am currently settling my child in and it is going well. Key staff are supportive, and information is shared ensuring that communication is effective. As a parent I feel listened to and valued as a result."

"Staff have supported me and my child well giving me advice on how best to support my child's speech and language development."

"My child is able to socialise with the other children and I see a difference in his confidence."

"Staff listen to our views on our child and make sure he can go outside. He loves playing outside."

We sent out questionnaires for distribution by the service. Ten completed questionnaires were returned. They highlighted that families overall 'strongly agreed' that they were happy with the quality of the care children received. Comments included:

"...The staff are so friendly and engage with us as a family. My child has developed so much and her confidence is high..."

"Excellent staff, friendly + welcoming environment. Range of activities... my 2 boys have both thrived within this environment."

"Staff all very friendly & welcoming. Always ask how my child is when entering (even students). Very good professional mannerisms with myself as a parent and my child. My child is very happy there and is always looking forward to it."

"I'm very happy that (child's name) is in this nursery because I see him very happy and well developed."

An area for improvement raised by a parent was, "... The nursery use the park weekly which is fantastic but maybe more beach, library opportunities would be great to give a little variety..."

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at their own improvement plan and quality assurance paperwork. 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	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

Staff showed warmth, kindness and compassion towards parents and children using the service. Parents said that children were welcomed and supported by staff to build trusting relationships and confidence. Transitions, for example, were well planned to support relationship building at an early stage with families strengthening the home link to nursery. This included parents and children being involved in a book bug session, a visit to the woods and a learning together session (PEEP). Children's emotional wellbeing was nurtured as a result so that

they felt safe and secure. Effective communication reassured parents that children were settling, and staff were aware of children's individual needs.

Staff planned children's care and support well taking account of their individual needs. A visual environment and use of makaton, for instance, supported inclusion and effective communication. Staff recognised that some children benefitted from sensory experiences responding to their need for a quiet safe space. Open ended play opportunities including mixing paint, block play and modelling materials supported children's curiosity, creativity and imagination. Learning about nature through planting and growing and exploring the outdoor environment through walks in the woods meant children were experimenting and developing life skills through, for example, risky play. Staff had a nurturing approach and could talk about the unique personalities and children's individual needs. They used their observations to track and agree children's next steps in consultation with parents and shared learning and progress through personal learning journeys, the planning wall and floor books.

Strong community links supported children to feel included and respected. For example, the service worked with the local supermarket to reduce food waste by distributing food close to the sell by date to parents or using it for snack. A taster session in Tae Kwon Do informed parents and children about the availability of this activity in the local community where children could be active. The service was at an early stage of introducing children's visits to the local care home for adults recognising the benefits of promoting a greater understanding and respect between generations. This contributed to an inclusive and understanding community. Planned outdoor learning experiences supported the development of children's emotional wellbeing, confidence, and resilience.

What the service could do better

Mealtime experiences supported children's health and wellbeing as they benefitted from a social experience and in the main, enjoyed a healthy diet through the foods provided. We discussed how mealtime experiences could be further developed supporting children to have a positive relationship with food and enjoyable eating experiences. For example, children being more regularly involved in food preparation will develop confidence and life skills.

The senior management team recognised the need to support professional learning across the staff team and to identify significant learning ensuring approaches to capturing evidence were proportionate and manageable. We suggested the use of either individual or group reflective diaries to show significant learning and the impact on outcomes for children. Staff were continuously evaluating the planning system making use of current guidance including 'Building the Ambition' and 'Curriculum for Excellence'. We discussed how Floor books and the planning wall could be further developed to support collaborative discussion and planning illustrating children's ideas, voices, interests and next steps in their progress and learning.

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
3 Feb 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
5 Nov 2012	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
19 Jan 2009	Unannounced	<div>Care and support</div> <div>5 - Very good</div>

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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