

# Kinlochbervie Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
22 June 2022

**Service provided by:**  
Highland Council

**Service provider number:**  
SP2003001693

**Service no:**  
CS2019372995

## About the service

Kinlochbervie Nursery was registered on 7 August 2020 to provide a day care of children service. The service is registered to provide a care service to a maximum of 16 children at any one time from two years of age to those attending primary school, with no more than five aged under three years.

Kinlochbervie Nursery is provided by Highland Council and is based in a community run building close to the local school. The service has use of two rooms, kitchen area, toilet facilities and an office. There is direct access to an enclosed, outdoor play area.

## About the inspection

This was an unannounced inspection which took place on 16 and 26 June 2022. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this 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:

- spoke with two people using the service;
- spoke with four staff and management;
- observed practice and daily life; and
- reviewed documents.

## Key messages

- Children experienced nurturing care and support.
- Children had fun and were engaged in their play.
- There were personal plans in place which reflected children's individual care and wellbeing needs.
- Staff had established good working relationships with other professionals involved with the children.
- Staff were flexible, supported each other and worked well as a team.
- Further work was required to develop the indoor and outdoor play areas.
- Quality assurance processes need to be embedded to secure sustained improvements across the service.,

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

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

### 1.1 Nurturing care and support

We made an evaluation of good for this quality indicator as several important strengths taken together outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant impact on children's experiences.

Children were happy and settled and had developed strong bonds with staff. They experienced warm, caring and nurturing approaches to their personal care and learning needs. This contributed to children feeling safe and secure. As a small service, the staff knew the children very well and had established trusting and respectful relationships with them. The staff had effectively used personal plans to enhance individualised care, support and learning opportunities. This contributed to children being confident, safe and feeling valued.

Meaningful restorative conversations contributed to the overall ethos of respect and inclusion within the service.

The service had good links with outside agencies and, where necessary, worked effectively with them to provide responsive care and support to children. Children's health and wellbeing was well supported by staff who used identified strategies based on children's individual needs. This supported children to be included and contribute to nursery life.

Approaches to transition promoted children's security and wellbeing. This was supported through effective transition arrangements. Additional support was put in place for children who required it. This contributed to the development of supportive relationships to ensure children felt safe and secure during their time of transition.

Children experienced a positive mealtime experience which was calm, relaxed and sociable. Children were encouraged to be independent and make choices. At lunchtime, the children poured their own drinks, selected bread and salad, and cleared their own plates after lunch. Staff sat and had their lunch with the children. This promoted close attachments and supported early language and communication skills.

### 1.3 Play and learning

We made an evaluation of adequate for this quality indicator, as several important strengths taken together outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant impact on children's experiences.

Although some changes had been implemented to improve both the indoor and outdoor play areas, further improvements were required to ensure children benefited from a high-quality play and learning environment. There were limited resources and play experiences available for the children. This resulted in children moving around between areas and not having the opportunity to be engaged in high quality play experiences. There were several missed opportunities for children to be challenged, extend their play, or develop their independence and life skills. Staff should ensure that play experiences are age and stage

appropriate and that suitable resources are available for children to access daily. This would promote challenge, critical thinking and develop imaginations and creativity.

Children were supported to learn and develop through their play. They experienced both spontaneous and planned opportunities and were involved in leading their play and learning. Children were offered some stimulating and interesting experiences which promoted curiosity, imagination and collaborative play. Greater use of planned activities could be used to offer challenge and extend the children's play and learning experiences

Child centred planning approaches were in the early stages of implementation. Staff required further support to embed new processes. We recognised quality play, learning and development was taking place throughout the inspection. However, there was scope to continue to develop the quality of written observations of children's experiences to ensure they were evaluative and focus on children's learning. We also suggested children begin to have more ownership of their learning profiles and floor books to support them in revisiting and evaluating their learning. In addition, the service should review how information regarding learning is shared with families.

### How good is our setting?

### 3 - Adequate

We made an evaluation of adequate for this key question, as several important strengths taken together outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant impact on children's experiences.

Children experienced a clean, welcoming and homely nursery with plenty of natural light and good ventilation. Children had space to freely move around indoors and outdoors. Ensuring a healthy and safe environment for the children was a priority for the manager and the staff team. There was a system to report any repairs and damaged items were promptly replaced. Infection prevention and control practices minimised the potential spread of infection.

There had been some improvements to both the indoor and outdoor environment since the last inspection. Some play spaces reflected children's interests and provided opportunities for active play and learning. Some resources were of a good quality and were readily accessible to children, other resources needed to be improved. We spoke with the manager about building on the improvements to enhance experiences and learning opportunities. This would contribute to supporting opportunities for children to explore their curiosity and creativity through resources that are interesting and developmentally appropriate.

There was a small, comfortable book corner which provided children the space to rest and relax in a safe area. It offered children a calm area where they could have some individual time if needed. This supported children's emotional well being. We saw the children and staff using this area for reading stories. This contributed to children's vocabulary and language development. We observed nurturing attachments between the children and the staff. The manager and staff should review the layout of the playroom, and in particular the location of the cosy area. It was currently next to the door to the outdoor play area which could at times be busy.

Children had direct access to the outdoor space, giving them good opportunities for free flow play between indoors and outdoors. They moved freely between the two play areas. Outdoors there were opportunities for children to take part in more physical play experiences, helping to extend children's gross motor skills. As a result, children were confident playing outdoors and creating imaginative play experiences for themselves. Since the last inspection, work had been done to the outdoor area to ensure that it was safe and secure.

However, there was still only a limited selection of resources. There were some natural resources, loose parts and open ended resources. A review of resources, both indoors and outdoors, should be carried out to ensure that there are a wide variety of resources including numeracy and literacy, loose parts, natural and open-ended resources. This will empower and encourage children to develop their imaginations, creativity, problem solving skills and be offered challenge.

## How good is our leadership?

### 3 - Adequate

We made an evaluation of adequate for this key question, as several important strengths taken together outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant impact on children's experiences.

We noted some improvement in relation to the quality assurance systems in place. However these were not yet fully embedded into daily practice and there was further scope for improvement. We made a requirement around this at the last inspection which has not been fully met and will therefore be continued (see requirement 1).

There were identified vision, values and aims for the service which recognised the importance of the ongoing development of the service and the promotion of positive outcomes for children. There was some evidence of children and families being asked for their views in relation to service improvements. However, this needs to be developed further, to ensure they are fully involved in identifying service improvements. We discussed how more views could be gathered from the children and their families to assess progress with identified priorities and to inform future improvement plans. This would support children and families to influence positive change within the service.

Quality assurance and self-evaluation processes were in the early stages and needed to be consistently and effectively implemented to ensure high quality outcomes for children. There was an improvement plan in place which identified the key priorities and action points for the service. The staff were encouraged and supported to be involved in the self-evaluation process and improvement planning. These processes were not yet regular or robust enough to secure sustained improvement. To support more reflective practice and improved outcomes for children, self-evaluation needs to be more firmly embedded.

Team meetings were now in place and provided time for staff to come together and reflect on practice, be involved in the identification of areas for improvement and review progress in meeting these. This contributed to staff feeling supported and confident to implement positive changes with a shared responsibility. The service should ensure that team meetings take place regularly.

## Requirements

1. The provider and manager must develop and implement an effective system of quality assurance to monitor and improve all areas of practice and improve outcomes for children.

To achieve this, the provider and manager must:

- a) implement regular and effective support and supervision for all staff;
- b) involve staff in the systematic evaluation of their work and the work of the service;
- c) put clear and effective plans in place for maintaining and improving the service;
- d) ensure the leadership team effectively monitors the work of each member of staff and the service as a whole; and

e) undertake effective audits of medication records and processes.

This must be completed by 2 December 2022.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

It is also in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

### How good is our staff team?

### 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The staff were caring and nurturing. They were enthusiastic and committed to providing a positive experience for the children in their care. They were warm and friendly in their approach and demonstrated positive team working, which promoted a happy and secure environment for children. Staff respected children's rights, they encouraged children to have a voice and showed them that their views were valued and important. To provide continued improved outcomes for children, staff should continue to make use of good practice guidance, including 'A quality framework for daycare of children childminding and school-aged childcare', 'Building the ambition' and 'Realising the Ambition.'

Staff were appropriately deployed throughout the day which ensured they met all children's needs at the right time. Staff worked well together as a team and their differing skills and knowledge complimented one another and resulted in quality interactions with children. They communicated well with each other and worked together to ensure effective supervision and quality engagement with children across the day. Transitions were seamless and well planned with children being comfortable about what was happening next.

There was an induction programme in place which supported new members of staff and helped them to feel welcome and valued in the team. The manager supported staff who were new to the setting and had made use of good practice guidance including 'Early Learning and Childcare - The National Induction Resource' to facilitate this.

Parents knew who was caring for their children and had built trusting relationships with staff. Families were kept informed about the nursery through daily conversations at drop off and collection times, emails, social media, whole school and nursery newsletters and via an online learning platform. Having good communication with families contributed to parents feeling included in their child's experiences at nursery and assisted staff when identifying how best to meet children's needs.

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

### Requirements

#### Requirement 1

The management team must develop and implement an effective system of quality assurance to monitor and improve all areas of practice and improve outcomes for children.

To achieve this the manager must:

- a) implement regular and effective support and supervision for all staff.
- b) involve staff in the systematic evaluation of their work and the work of the service.
- c) put clear and effective plans in place for maintaining and improving the service.
- d) ensure there is an effective system for monitoring staff practice that supports the improvement and development of staff practice and children's experiences.

This is in order to comply with Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

**This requirement was made on 8 October 2021.**

#### Action taken on previous requirement

We were pleased to see that some progress had been made against this requirement, and recognised that the service needed more time to fully implement and embed this. As a result, we have agreed an extension until 2 December 2022 to give the service time to fully meet the requirement.

**Not met**

### 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).

## 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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