

# Kinloss Primary School Nursery Day Care of Children

Kinloss Primary School  
Burghead Road  
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Forres  
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Telephone: 01309 690 376

**Type of inspection:**  
Unannounced

**Completed on:**  
29 January 2026

**Service provided by:**  
The Moray Council

**Service provider number:**  
SP2003001892

**Service no:**  
CS2003016379

## About the service

Kinloss is a day care of children service. It is registered to provide a care service to a maximum of 16 children, aged from three years to not yet attending primary school. The service is provided by Moray Council.

The service operates from Kinloss primary school nursery, located at the rear of the building that has its own entrance. It has a reception area, kitchen located within the playroom, toilets and nappy changing facilities. Children are cared for in one playroom. There is a large secure garden that is easily accessed by the children. The service is close to a local shop/post office, park and small woodlands.

## About the inspection

This was an unannounced inspection, which took place on 28 January 2026 between 08:30 and 15.30 and 29 January 2026 between 08:30 and 12:30. The inspection was carried out by one inspector from the Care Inspectorate. There was a maximum of 14 children present at the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- received three questionnaires from families
- received two questionnaires from staff
- spoke with 4 parents
- spoke with the acting manager and staff
- assessed core assurances
- observed practice and daily experiences
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure that children are safe, the physical environment is well-maintained, and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors

- the quality of personal plans, and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children experienced warm, consistent and responsive care that fostered their wellbeing.
- The importance of supportive transitions was recognised, and there was an understanding that their significance could vary for each child.
- Staff knew children and families well, and strived to create a warm and welcoming environment.
- Children were able to be responsible and confident in their play as a result of the quality play experiences offered to them.
- Children were able to play and learn at their own pace, having fun as they explored both indoors and outdoors.
- Families were invited to share in their child's learning journey, and they were welcomed into the setting at drop off and pick up times.
- Purposeful self-evaluation was being established to support quality care and learning.
- Families had been kept informed of changes within the setting, and were able to share information through regular communication.

## 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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

**Leadership** 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work, and some aspects which could benefit from improvement.

A shared vision for the setting had been developed that had incorporated the views of families and children. The local community, army camp and visiting professionals such as health, had also been involved. Ensuring that children and families remained actively involved in the design and review of the vision for the setting, would help to support communication, and to share responsibility for informed changes.

Purposeful self-evaluation was being established with a view to delivering high-quality care and learning. Families had been kept informed of changes within the setting, and were able to share information through regular communication with staff. The acting manager had recognised that creating opportunities for families to formally share their views, would enable them to be central to the process of improvement. Quality assurance and moderation of activities were being embedded, to identify suitable approaches to improvement. Sustainable change was being achieved, because there was an appropriate pace of change.

Staff were gaining confidence in leading and sharing improvements, such as the arrangement of the play environment and outdoor learning. They were being given opportunities to reflect together, and they were beginning to use the reflections to bring about positive change.

The small staff team was supportive of each other, there was a positive and responsive culture that supported children's wellbeing. There was a mix of experience across the staff team that had been recognised by the acting manager.

**Children play and learn** 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work, and some aspects which could benefit from improvement.

Children were able to be responsible and confident in their play, as a result of the quality play experiences offered to them. The responsive and caring interactions of staff supported children's social development and communication. Overall, staff understood that interacting and using concepts such as appropriate questioning and extending, was a valuable way to build vocabulary and to foster understanding. Ensuring staff were able to strengthen and consistently embed such concepts, would help children to practice new skills and consolidate their own learning.

Children were able to play and learn at their own pace, having fun as they explored. Children made informed choices about their play, and clearly enjoyed the opportunity to choose whether to play inside or outside. Staff encouraged children to interact with each other, recognising the important role other children had in enriching play. Extending opportunities for children to connect with their own and wider communities, would also enhance play and development.

Creative approaches helped to engage children's imagination and their play and learning. Skills included language, literacy and numeracy that were enhanced through playful experiences. Children enjoyed singing songs, listening to, and joining in with stories, painting, creating with dough and imaginary play that included building and digging outdoors. A couple of children enjoyed using an I-pad to take photos, both

indoors and outdoors, which they then shared and talked about with staff. Continuous development of open-ended and real-life materials, threaded throughout play areas, would help to extend rich, challenging play and foster curiosity.

Observations and assessment generally recognised children's progress and achievements. We discussed the volume and potential for duplication with the acting manager. It was their intention to evaluate and monitor formats used for the purposes of assessment, to ensure that they were effective, and that learning and any additional supports were clearly identified. Learning opportunities for children were being offered through a balance of intentional and responsive planning. Children's experiences should continue to reflect their ideas, curiosities and meaningful next steps in learning.

Working with families to support their understanding of the benefits to children of play-based learning experiences, would help to foster a collaborative approach of trust and cooperation. Families were invited to share in their child's learning journey, and they were welcomed into the setting at drop off and pick up times. Parents shared that there were regular opportunities to speak with staff, and how the small size of the setting supported this to happen with ease.

## Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work, and some aspects which could benefit from improvement.

Practice was built on the understanding that nurturing relationships were essential for children's growth and development. As a result, children experienced warm, consistent and responsive care that fostered their wellbeing. The importance of supportive transitions was recognised, and there was an understanding that their significance could vary for each child.

Children's food choices were nutritious, culturally appropriate and safely prepared to account for any specific dietary needs, allergies or intolerances. Mealtimes were a calm and pleasant social experience, supported by the presence of staff who sat with the children. Enabling children to be consistently involved in daily routines, such as snack and mealtimes would provide a valuable opportunity to promote children's independence, and enhance their experiences. Fresh water was readily available to the children throughout the day to help them to remain hydrated.

There was consideration of creating diverse spaces that supported children to socialise, play in small groups or alone, if they wished. This positively impacted on children's ability to regulate their emotions and build social skills.

Consistency in children's care and routines such as mealtimes, nap times and personal care, provided children with a sense of safety and security. It was recognised that they provided rich opportunities to connect with the children and support their growth. When children were tired staff responded to their need for comfort, such as having quiet conversations, or snuggling in the warm and cosy space for a story or rest.

Staff knew children and families well, and strived to create a warm and welcoming environment. Families were welcomed into the setting to share in their child's experiences and provide updates.

The acting manager and staff were keen to develop further opportunities in recognition of the positive impact it made on children's care and support, both at home and in the setting. Staff used well-planned and flexible approaches to enable children to feel safe and secure with any changes.

Children's wellbeing was supported through personal planning that was being tailored to individual needs and interests, and were regularly reviewed. To help ensure that support needs were identified, a proactive approach to working with children, families and other professionals was being established. Ensuring clarity when updating information, such as strategies and sharing appropriately with families, would also help to support continuity in a child's care.

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

### Areas for improvement

#### Previous area for improvement 1

To safeguard children, the provider should ensure staff knowledge of their role and responsibilities in reporting any concerns is accurate.

This should include, but is not limited to ensuring that:

- a) Child protection procedures are implemented in accordance with national guidance.
- b) All staff have a good understanding of child protection and safeguarding, and are clear on their roles and responsibilities.
- c) Child protection referrals are made to lead agencies within appropriate timescales.
- d) The required notifications are made to the Care Inspectorate in line with guidance.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

**This area for improvement was made on 20 February 2025.**

#### Action taken since then

LA provided child protection training to the whole staff team that supported their understanding of safeguarding practice, it also included clarity on the purpose of chronologies. Staff spoke with confidence about the intense training they had received, and how it had and heightened their own level of understanding. Child Protection procedures and agency contact details were clearly displayed throughout the setting.

**This area for improvement has been 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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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