

# Kirkcaldy North Primary School Nursery Day Care of Children

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Kirkcaldy  
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**Type of inspection:**  
Unannounced

**Completed on:**  
13 December 2022

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015927

## About the service

Kirkcaldy North Primary School Nursery is situated in a residential area of Kirkcaldy, close to local amenities including shops, woodlands, parks and local transport links. The service provides a care service to a maximum of 24 children at any one time aged 3 years to an age to attend primary school.

The accommodation is provided from dedicated spaces within the primary school. Children have access to one playroom, a children's bathroom and nappy change area and an outdoor play area which is within a sectioned off area within the school playground.

## About the inspection

This was an unannounced announced inspection which took place on 12 December 2022 between 10:00 and 16:30. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with seven children using the service
- spoke with/gathered feedback from two parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents.

## Key messages

- Warm, sensitive and nurturing interactions from staff who value children as individuals.
- Effective support and planning for children with additional support needs.
- Varied play and learning experiences supporting positive outcomes for children.
- Robust quality assurance systems leading to continuous improvement.
- A strong staff team who are flexible in supporting each other to meet children's needs.
- Review of medication systems to ensure appropriate information is recorded.
- Development of opportunities for outdoor learning in the wider environment.

## 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

## How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### 1.1 Nurturing care and support

Children enjoyed warmth, love and security as a result of the nurturing approaches from all staff. This included the respectful and fun approaches to nappy changes and daily transitions for children with additional support needs. Staff used their knowledge of children as individuals which promoted positive attachments and children's comfort.

Children experienced continuity of care through regular communication with parents. This included ongoing review of care plan information, discussions during handover of children and the effective use of the digital app 'seesaw'. This allowed staff to share children's progress and supported positive relationships between families and staff.

Children with additional support needs were enabled to achieve. Staff spoke confidently about children as they were fully involved in regular meetings, understood the influences on each child's life and knew their specific targets. This allowed them to provide tailored approaches which were respectful and supportive. This included their consistent use of 'sign along' and 'boardmaker' which enabled an inclusive environment for all children.

Children felt comfortable and relaxed in the setting as a result of the positive transition experiences put in place. Home visits were planned and individualised to ensure children's confidence for their move to nursery. Approaches to support children with additional support needs included contact with other professionals, supplying resources and tailoring visits. For example, a recording of the school bell was shared with a family prior to a planned visit during which the bell would ring. This ensured a personal and sensitive transition for children.

Children enjoyed nutritious and balanced snacks and lunches. Mealtimes were an enjoyable, relaxed and very sociable experience. Children remained hydrated as milk and water were always available for them, supporting their energy levels and concentration. Staff were skilled in supporting individual approaches for some children whilst ensuring their continued safety. Systems were in place to support the management of food allergies or preferences to meet specific needs. Children had opportunities to be independent in self serving, promoting their independence. Further planned changes should now be progressed.

Children were building resilience through access to an 'emotion station' area which included a range of small loose parts play materials for sensory exploration. This supported them to manage and explore their feelings.

Children received prompt and appropriate care in the event of accidents. Sensitive interactions supported children to feel comforted. Records of accidents were completed quickly, supporting the sharing of information with parents for continuity of care. We reminded the service that these should be signed by parents to confirm receipt of this information.

We asked the service to make improvements to medication systems to ensure all proper information is gathered and information is regularly reviewed. Although reviewed by staff monthly, there is no evidence of parent review. There should be evidence kept within nursery that parents have been informed of the administration of any medication. Additionally, where children require medication on a 'as and when' basis, further detail should be recorded as to the signs and symptoms. This is to ensure the continued safety and wellbeing of children in receipt of medication.

### 1.3 Play and learning

Children had ownership of their personal learning journals (PLJs) and were very keen to share these which supported them to revisit prior learning. These contained a variety of observations, photos and children's work which was regularly updated. Progress meetings and the new approach to capturing, evaluating and sharing next steps was improving parental input in these and promoting children's achievements. There were clear links across planning and PLJs ensuring experiences were meeting their needs and interests. The service should continue their work to improve the evaluative aspect of written observations for consistency.

Children were regularly active as they often requested Zumba sessions on the smart board and were seen recreating the moves in their play which showed their enjoyment.

A focus on supporting children's rights meant children were empowered. They were consulted widely on matters affecting them, such as choices for snacks and meals and review of play spaces. This child centred approach supported them to feel valued and involved, supporting their confidence and understanding of citizenship.

Responsive planning and a learning wall supported children's opportunity to lead their play. Children were central to planning as their voices and ideas were captured and used to plan extensions to learning. This meant experiences met children's needs and interests and contributed to their enjoyment.

Parental engagement was encouraged which extended children's learning experiences. For example, regular 'stay and play' sessions, 'play@home' resources, use of the seesaw app and taking PLJs home. We saw how feedback from parents was incorporated into planning and displays demonstrated children's activities and the learning from these. These opportunities supported family members to be active participants in their child's learning which supported children's confidence to learn.

Children were happy and engaged in their play. They spoke about favourite activities and told us "we like to bake cakes". There was little disruption to children's day as they could choose what to join in with, such as a sing along session to the guitar. They were confident in making requests such as to play outside which was quickly acknowledged by staff.

Children's learning was supported by skilled staff interactions and varied play and learning experiences. This included provision of a rich literacy and numeracy environment which provided opportunities for children to explore this throughout their daily play. Children had developed a love of books and requested lots of stories by bringing books to staff across the playroom. This supported positive outcomes for children.

## How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### 2.2 Children experience high quality facilities

Children experienced a clean, inviting, ventilated and well maintained environment. The space available was laid out well to ensure a variety of play experiences were available. Children used the space well for their play and relaxation.

Easy access to a range of developmentally appropriate resources supported children's choice and independence. Children were able to use materials and resources freely and move them around to extend their own play. Where resources were not immediately available or accessible, a photo book of items was available which enabled children to easily make requests to meet their needs.

The layout of the building restricted children's free flow access to the garden area. However, the responsiveness of staff enabled regular outdoor play promoting children's physical wellbeing.

Children's confidentiality was maintained as sensitive information was kept under lock and key and personal information for allergies or to support individual needs was held securely. This maintained privacy whilst supporting easy access by staff to meet children's needs.

Measures were in place to maintain a clean and hygienic environment to promote children's wellbeing. Staff continued to maintain high standards of cleaning at the end of each day and handwashing was effectively promoted and role modelled. We highlighted some aspects of provision which required attention to further reduce the risk of cross infection, which were quickly addressed.

Children were building their identity within the community through local walks and visits to shops. There was scope to now to progress with opportunities for risky play through forest kindergarden and foreshore play experiences in the local environment. This would provide children with additional outdoor learning opportunities and a healthy level of risk.

## How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### 3.1 Quality assurance and improvements are well led

Children benefitted from a culture of continuous improvement as robust systems were in place to measure the service. A detailed improvement plan with a specific nursery focus was held along with a rigorous quality assurance calendar. The improvement plan was reviewed monthly by all staff which helped target improvement and support a shared vision. Ongoing quality assurance practices by the teacher and lead officer had impacted positively on provision, which included a review of next steps within children's journals. The head teacher should now progress with plans for their own direct monitoring of the playrooms.

These robust practices promoted positive outcomes for children through continued quality provision.

Staff were encouraged to be involved in the assessment of the service and each other's work. For example, staff were peer reviewing personal learning journals and using this effectively to support improvement and build their knowledge of children. Staff were using a 'floor book' with children and parents to ensure their inclusion in evaluating the service and identifying improvements; for example, the changes made to the mealtime experience and further plans to move to a 'rolling' lunch experience. This was supporting positive change in the setting. Parent feedback was valued and opportunities to comment on experiences such as 'stay and play' were actively sought and used to help improve the experience.

Communication was effective through the use of a 'daily huddle' between the head teacher and all staff along with regular reflective team meetings. Team meetings were structured to ensure input from the whole team, contributing to strong team relationships. Staff told us they felt supported by the head teacher, appreciated the huddle for sharing of information and that they always knew where the head teacher was. This shared responsibility contributed to the positive ethos and improved experiences for children.

## How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### 4.3 Staff deployment

Staffing levels were managed well as there was a high staff to child ratio which met the needs of children present. Management of staff breaks and cross over of part time staff ensured consistent levels of supervision throughout the session contributing to children's safety.

Staff held areas of responsibility across the nursery which promoted their leadership skills and allowed them to share knowledge and expertise. Staff were clear and spoke positively about their responsibilities whilst also identifying the importance of flexibility to support each other. This effective deployment of staff met children's' and staff's needs and contributed to the smooth operation of the service.

Staff moved flexibly in response to children's needs such as outdoor play and during collection of children which supported the safety and security of children at this busy time. We discussed the use of walkie-talkies to support communication in the event of an accident or emergency during outdoor play. Although staff were very vigilant in their observation of children outdoors, there was potential for children to escape due to the location of some pieces of furniture. This was re-positioned prior to completion of the inspection which improved children's safety.

Children's risk of harm was reduced through staff's knowledge and action regarding child protection. Secure systems were in place for the storage of sensitive information contributing to children's confidentiality. Staff were confident about safeguarding procedures and wider issues which may affect families and quickly communicated concerns. This contributed to children remaining safe.

## 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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