

Kincaidston Early Years Centre Day Care of Children

25 Cranesbill Court
Kincaidston
Ayr
KA7 3YN

Telephone: 01292 612492

Type of inspection:

Unannounced

Completed on:

29 January 2019

Service provided by:

South Ayrshire Council

Service provider number:

SP2003003269

Service no:

CS2003016142

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

Kincaidston Early Years Centre is part of Kincaidston Primary School which is located in a residential area of the town of Ayr. The service was previously registered with the Care Commission and transferred its registration to Care Inspectorate on 1st April 2011. The service is provided by South Ayrshire Council. The head teacher and deputy head teacher share responsibility for the management of the service. The nursery class, which has a separate entrance, comprises of two classrooms with an adjoining outdoor play area.

The service can provide for a maximum of 45 children aged 2 years to those not yet attending primary school; of whom not more than 15 are under 3 years.

The service aims include:

Through consultation with our pupils, staff, parents/carers and other stakeholders, we have revised our school/ Early Years Centre values. Our values are embedded across the whole school and are as follows:

- Trust
- Honesty
- Nurture
- Respect
- Achievement.

The Pupil Council gathered the views of all stakeholders, taking into account the rights of the child and created a vision for their school which is as follows: "Our children deserve a high quality education in order to be the best they can be and to achieve their highest ambitions. Our pupils should be safe and happy. We encourage all of our pupils to be supportive and respectful towards each other. We hope that all pupils and adults experience kindness and good manners within our school community. Our pupils will experience a healthy, nurturing learning environment, where trust, friendship and confidence will blossom. Our school will continue to be proud of its place in the community and will strive towards raising the profile of Kincaidston both locally and nationally."

We check services are meeting the principles of Getting it right for every child (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 services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

We compiled this report following an unannounced inspection carried out on Tuesday 29 January 2019 by two early learning and childcare inspectors. During the inspection we spoke with children attending the service, relatives, staff, and management. We observed practice, and checked relevant documentation.

What people told us

Prior to inspection we sent out 24 care standards questionnaires to the manager to distribute to parents using the service. We received 10 completed questionnaires prior to this inspection. The respondents to our questionnaire strongly agreed that they were happy with the quality of care provided by the service.

Comments included.

"Great nursery my son loves it, staff are always pleasant and take time to welcome children into nursery and when leaving it's great to see my son forming relationships with staff and his friends"

"My son has come out his shell since starting nursery all thanks to the staff"

"They have been excellent at helping my child integrate with class activities"

"Approachable staff that are friendly".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at the services improvement plan and quality assurance paperwork. These demonstrated how the service was monitoring the overall quality of the service and outlined their priorities for developing the service further.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

During the inspection we observed children who were relaxed, happy and confidently accessing all opportunities available to them. We found management and staff had effectively established a caring and nurturing learning environment that provided children and families with a friendly setting, where children were supported to reach their potential. Families commented positively on the staff team and the care and support their child received, parents told us they could approach staff with ease and that staff and management were kind and friendly in their approach.

We found staff to be nurturing, attentive and respectful to the individual needs of children, this was evident through the warm relationships and positive interactions. Staff valued the relationships they had with families and endeavoured to involve parents in the life of the centre. We found staff were good role models for the children and demonstrated that they knew children and their individual needs very well. It was clear that children trusted the adults who cared for them.

The environment had been designed to provide accessible spaces for play. All children had free flow direct access to the outdoor play area from the playrooms and were encouraged to access outside daily. We observed children from the 2 year old room and 3-5 room confidently moving from inside to the outdoor space with little support or guidance required from staff. We found this was supporting children in developing independence and responsibility.

Staff spoke enthusiastically about recent training on outdoor play and considered the Care Inspectorate publication, My World Outdoors. The team knew the importance of children not only having free flow access in the centre but also the weekly sessions to Rozzelle Park. We saw evidence of children enjoying the freedom to experiment and work through a broad range of play and learning experiences. The mud kitchen was popular with children and they enjoyed accessing the wider grounds where they could play and explore in the natural environment.

There was a good balance of organised and free play throughout the session. Children were able to run, climb, balance, explore and investigate. Staff were also supporting children to think about and manage risky situations allowing children to develop their skills in problem solving and be more willing and confident to try out new things. Loose parts play had been introduced to extend the play experiences for children. This offered further opportunities for open-ended play.

We sampled children's personal plan information and found they gave some good quality observational information as well as tracking children's progress. Staff were very confident with the support they were providing and had access to a range of professionals as well as support from the depute head teacher. As a result, children were very well supported. Children's personal plans were regularly reviewed to take account of their changing needs. Where children needed extra support, staff worked closely with families, there were good channels of communication and staff ensured that they were offering the right support when they needed it. Staff underpinned their work with the principles of Getting it right for every child (GIRFEC); this ensured they had a framework in place if children needed extra support.

The centre had a clear improvement plan in place that focused on supporting children and their families to be able to take an active role and share their learning across the centre. The management and staff team have a shared clear vision for the future. As a result the team were empowered, included and respected. Leadership was being encouraged and supported at all levels which enhanced the confidence of the team. We found staff to be motivated and keen to take on and celebrate the leadership roles and improvements and how these were having positive impacts on outcomes for children.

The introduction of the e-profiles enabled staff and children to share the individual and group learning instantly with families so that they are well informed about what children have been learning in the centre. We sampled children's individual learning and achievements recorded within the e-profiles and found examples of some good documented evidence. Progress and achievements were shared with parents daily and also during 'Coffee and chat sessions'. Families found this very helpful as they could be kept up to date.

We found children's individuality was promoted across the centre. We observed children during snack time and found many children to be very independent with staff providing quality support when required. There was a clear focus on encouraging children to try with guidance rather than staff doing things for them. Children had opportunities to help with the snack preparation. This included setting out the dishes and preparing some of the food. Staff had also introduced literacy and numeracy to the snack time so that children could naturally learn and explore letters and numbers.

Children's health and wellbeing needs were being met very well. There were procedures in place for the safe management of medication. Staff were aware of the child protection policy and were well supported by senior staff in this area. There were clear procedures in place to safeguard children. Staff attended regular child protection training and demonstrated they had the right skills and knowledge to ensure children were protected.

All staff were registered with the Scottish Social Services Council (SSSC). Staff showed commitment to their professional development and learning and demonstrated a very good knowledge of current best practice. Staff had attended a range of training and this was impacting positively on outcomes for children.

What the service could do better

From our observations during the inspection we have asked management to carry out an audit on the environment in regards to resources. Management and staff should consider resources in relation to increasing experiences offered to the children in the 2 year old room and some areas of the 3-5 year old room. We found that there was a lack of suitable resources to develop interest or focus. The development of Loose Parts Play and heuristic resources both indoors and outside should also continue to be developed further to provide children with increased natural and open-ended materials which helps promote curiosity, inquiry and problem solving.

We acknowledge that the online e-profiles have recently been introduced. However we have asked these be monitored going forward to ensure children's voice is captured. Staff should support children to have ownership over their progress, learning and next steps to aid self-esteem and self-worth. Plans should be clearly dated with month, date and year to ensure tracking progression and development is clear. Consideration of documenting home links will also build on the strong relationships between families and the children.

During the inspection we sampled planning that was in place. We have asked management along with staff to consider streamlining these, ensuring children's next steps and positive lines of development are fully reflective in the planning cycle. This will support staff in their delivery of the curriculum and experiences for children which in turn will enhance better outcomes for children.

Management told us they were involved in formal and informal monitoring of the centre. Regular staff meetings were held to discuss improvements and staff benefitted from feedback at annual appraisals. We saw written evidence that staff reflected on their practice and identified areas for improvement. However, we felt that the service would benefit from further monitoring in regards to some staff interactions and effective questioning this would support them to continue on their journey of improvement.

The service was very reflective and worked hard to continue improving the service to meet the needs of children. Their improvement plan set out clear areas they wished to develop. The service should continue with these plans as they were positively affecting the quality of the service provided.

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
31 Oct 2016	Announced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
11 Dec 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
8 Jun 2011	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
8 Oct 2009	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good

Date	Type	Gradings	
		Management and leadership	5 - Very good

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