Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
Murroes Primary School Nursery Class
Angus Council

14 June 2006
The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspect all care services covered by the Act every year to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of National Care Standards, Early Education and Childcare up to the age of 16, and The Child at the Centre. The following standards and related quality indicators were used in the recent inspection.

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<th>National Care Standard</th>
<th>Child at the Centre Quality Indicator</th>
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<td>Standard 2 – A Safe Environment</td>
<td>Resources</td>
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<td>Standard 4 – Engaging with Children</td>
<td>Development and learning through play</td>
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<td>Standard 5 – Quality of Experience</td>
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<td>Standard 6 – Support and Development</td>
<td>Children’s development and learning</td>
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<td>Standard 14 – Well-managed Service</td>
<td>Management, Leadership and Quality Assurance</td>
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Evaluations made using HMIE quality indicators use the following scale, and these words are used in the report to describe the team’s judgements:

- **Very good**: major strengths
- **Good**: strengths outweigh weaknesses
- **Fair**: some important weaknesses
- **Unsatisfactory**: major weaknesses

Reports contain Recommendations which are intended to support improvements in the quality of service.

Any Requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be noted clearly and timescales given.
HOW TO CONTACT US

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher, staff and the education authority. Copies are also available on the Care Commission website: www.carecommission.com and HMIE website: www.hmie.gov.uk.

If you wish to comment about integrated pre-school inspections

Should you wish to comment on any aspect of integrated pre-school inspections, you should write in the first instance to Kenneth Muir, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure

If you have a concern about this report, you should write in the first instance to either:

<table>
<thead>
<tr>
<th>Complaints Coordinator</th>
<th>Hazel Dewart</th>
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<tr>
<td>Headquarters</td>
<td>HM Inspectorate of Education</td>
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<tr>
<td>Care Commission</td>
<td>Denholm House</td>
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<tr>
<td>Compass House</td>
<td>Almondvale Business Park</td>
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<tr>
<td>Riverside Drive</td>
<td>Almondvale Way</td>
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<tr>
<td>Dundee</td>
<td>Livingston</td>
</tr>
<tr>
<td>DD1 4NY</td>
<td>EH54 6GA</td>
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</tbody>
</table>

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You can write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail enquiries@scottishombudsman.org.uk. More information about the Ombudsman’s office can be obtained from the website: www.scottishombudsman.org.uk.

A copy of the HMIE complaints procedure is available from the HMIE website at www.hmie.gov.uk or by telephoning 01506 600 258.

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Care Commission
HM Inspectorate of Education

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Integrated Inspection by the Care Commission and HM Inspectorate of Education of Murroes Primary School Nursery Class Angus Council

Introduction

Murroes Primary School Nursery Class was inspected in February 2006 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. HMIE carried out this inspection on behalf of both organisations and consulted the Care Commission on its findings. The nursery catered for pre-school children aged three to five years. It was registered for ten children attending at any one session. At the time of the inspection the total roll was seven.

The environment

Standard 2

Children were cared for in a safe, hygienic and pleasant environment. Appropriate arrangements were in place to ensure the safety and security of the children inside and outside. Staff used the available space effectively and had created a stimulating environment. The layout of the room enabled children to play independently or with friends. The outdoor area was secure and accessible from the nursery room.

The provision of equipment and resources, which were clean and well maintained, was very good. Staff took appropriate measures to control the spread of infection. They observed appropriate practices in relation to food handling. The incident and accident book did not ensure confidentiality.

Quality of children’s experience

Standard 4 & 5

Staff had very good relationships with children. They valued children’s contributions and were very responsive to their needs. Staff intervened effectively to extend children’s play and make it more interesting. The programme provided a good balance between free play and adult-led activities. Staff could have provided more opportunities for challenge within certain activities.

Staff had very good procedures for observing and recording children’s progress. They used assessment information to plan next steps in children’s learning and were successful in meeting individual needs. Staff used mind mapping to involve children actively in planning and assessment. An illustrated book was in the process of being organised to keep parents informed about mind mapping. Folios of children’s work were dated and linked to learning outcomes and showed children’s progress.
Features of the programmes for children included the following.

- The programme for emotional, personal and social development was very good. Staff actively encouraged children to be independent and confident within nursery routines. Staff effectively used praise and encouragement to support children to persevere with tasks and work cooperatively with others. Children could take turns and share resources. They were polite when speaking to each other and to adults.

- The programme for communication and language was very good. Children were given appropriate opportunities to develop their skills in listening and talking. Children listened well to the story. They accessed books independently in the attractive book corner. Children could talk to other children and adults about their own experiences. Staff used labels and signs around the nursery to develop children's interest in the written word. With adult support, a few children were developing an awareness of the sound of the initial letter of their name. Children had good opportunities for early writing in the role-play area.

- The programme for knowledge and understanding of the world was very good. Staff provided children with a wide range of interesting activities to learn about the changes that happen in our environment. Children were given opportunities to explore and discover the natural world. They were learning about technology and enjoyed using the computer. Children had a very good awareness of colour and basic numbers. They used some mathematical language in their play.

- The programme for expressive and aesthetic development was very good. Children were given a wide range of opportunities to express their ideas and feelings using a variety of media. There was very good role-play in the well-equipped house corner. Children enjoyed using musical instruments and singing songs. With adult support, children could name musical instruments. A few children participated in a dragon dance, making their own music. Staff had involved children in pitch and rhythm activities.

- The programme for physical development and movement was very good. Staff ensured children had daily opportunities for energetic play in the secure outdoor area, school gym or outdoor grassed area. The latter provided children with opportunities to climb and balance as well as explore the outdoors. Staff had regular access to the school gym and time with the gym teacher. Children showed a good awareness of space while using the gym equipment. Children were developing very good hand control through using a variety of tools and construction equipment.

Support for children and families
Standard 6

Staff were very responsive to the needs of children and their families. They kept parents informed through regular newsletters. Parents valued the frequent opportunities to talk to staff. Parents who couldn’t come to nursery were kept informed of their child’s progress through illustrated ‘going home’ books.
Almost all parents who responded to the pre-inspection questionnaire, and those spoken to on the day of the inspection, were satisfied with the nursery.

The nursery had a very well-planned programme of induction and transition. Staff had good links with outside agencies. No child within the nursery required an individualised educational programme to be drawn up. There was an appropriate procedure in place should it be required.

Management
Standard 14

The headteacher demonstrated very effective leadership qualities and communication skills. She had a very good working relationship with staff, parents and children. She held regular meetings with the early years practitioner and peripatetic nursery teacher. The nursery team was approachable, caring and experienced. They worked very well together to ensure the smooth and effective day-to-day running of the nursery.

There were rigorous formal procedures for monitoring the quality of the nursery. Staff had been involved in the evaluation of the service. They were actively encouraged to access relevant training opportunities to enhance their practice.

Policies and procedures were in place to ensure an appropriate level of care for the children. The nursery team had a good understanding of their responsibilities regarding child protection. They had an awareness of the function of the Scottish Social Services Council and its role in registering and regulating the workforce and their education and training.

Key strengths

- Children’s motivation, engagement and cooperation in play.
- Very effective interaction between staff and children and staff intervention to extend children’s learning.
- Purposeful involvement of children in the planning process.
- Very good programmes as detailed in this report.
- Very effective teamwork and the commitment of the headteacher to the nursery’s development.

Other Issues

There were two recommendations made at the last inspection and both had been met satisfactorily. The requirement to have an up-to-date certificate of registration was in the process of being implemented.
Recommendations for improvement

• Staff should provide more challenge for children within all activities.

• Staff should ensure confidentiality with the incident and accident book.

Care Commission Officers and HM Inspectors have asked the pre-school centre and education authority to prepare an action plan indicating how they will address the main findings of the report. Where requirements are made, the action plan should include timescales to deal with these. The plan will be available to parents and carers. In liaison with the pre-school centre and education authority, Care Commission Officers and HM Inspectors will monitor progress to ensure improvements are in line with the main findings of the report.

Doreen Jones
HM Inspectorate of Education