

4 March 2014

Dear Parent/Carer

Happitots Day Nursery Ltd - Baillieston Glasgow

Recently, as you may know, my colleague and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the head of centre and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The head of centre shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including how children take responsibility for their learning, how the nursery engages with parents and carers and the impact of the monitoring and quality assurance procedures. As a result, we were able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Children are happy and well cared for in the nursery. They enjoy their learning and achieve well. Babies, tweenies and toddlers are sensitively supported by staff to explore and investigate their environment indoors and outdoors. Staff are very responsive in planning appropriate activities for younger children. Children have fun and enjoy taking part in sensory activities. Overall, the majority of older children engage well in their chosen activities. They enjoy their learning through play and use their imagination well when playing at the house corner or at the outdoor 'mud' kitchen. Most children choose tasks independently. There is a lack of consistency in children's learning experiences. This can result in children losing interest and noise levels rising. Children have a say in what they want to learn and record this in 'floor books'. They would benefit from more conversations with adults about their learning which will help them to plan their own learning better. A few would benefit from greater challenge to extend and engage them more deeply in their learning. Children participate enthusiastically in energetic play in the outdoor area. They are becoming increasingly independent as they self-register on arrival, dress themselves for outdoor play and help to keep the playrooms tidy.

Children are making good progress in early language and mathematics. Most older children take part confidently in conversations with adults and other children. Across the nursery, babies and children display a keen interest in looking at books. Many older children choose to explore books on their own. They can talk about their favourite books and describe what authors and illustrators do. Children are interested in making marks. They are developing their skills well through writing menus and shopping lists. Staff provide a range of sensory resources to give babies opportunities to form an early understanding of shapes and numbers. Tweenies and toddlers enjoyed reciting number rhymes with staff while counting with their fingers. Older children count and use numbers in their play. Most children recognise shapes. Children use tally marks but would benefit from more opportunities to make and interpret simple graphs and charts. Children have a good understanding of healthy eating. They are developing life-long skills from weekly visits to the local swimming pool resulting in a few children swimming independently.

How well does the pre-school centre support children to develop and learn?

Staff support children well to develop and learn. They know children's likes and dislikes and provide a caring environment. Those working with children under three plan a varied range of learning experiences. Overall, staff working with three to five year olds plan activities at the right level of difficulty for the majority of children. They use an electronic learning journal which tracks children's progress. They need to use this information better to plan learning and activities which are challenging and stimulating for all children. Staff identify and support children who need extra help in their learning well. They have established strong links with a number of agencies in order to provide appropriate support for children. Children are well supported when they start nursery, move between playrooms and when they transfer to primary school. Staff working with the older children plan a range of activities, based on play and active learning and are responsive to the interests of children. They are still developing a curriculum that takes full account of Curriculum for Excellence. Staff need to plan more investigative and problem-solving experiences to help children to improve their thinking skills. Regular use is made of the local community to enrich children's learning including visiting the library and the pet shop. The nursery should continue with its plans to further develop outdoor learning.

How well does the pre-school centre improve the quality of its work?

The nursery has worked hard to develop the processes necessary for effective self-evaluation. The manager recognises that these approaches still need to be refined to ensure that these lead to improvements in children's experiences. The nursery has now developed a range of approaches to capture the views of children, parents and staff. The management team and staff work well together as a team and have a commitment to the ongoing improvement of the nursery. Staff meet regularly to discuss aspects of the centre's life. The manager and staff attend appropriate training organised by the local authority and the Bertram Group. The manager recognises the need to continue to develop the skills of staff and to ensure best practice is developed and applied consistently across the playrooms. Overall, parents and carers are satisfied with the work of the nursery.

Our inspection of your pre-school centre found the following key strengths.

- Confident, happy children who are performing well.
- Caring staff who provide a supportive and welcoming environment for children and families.
- Positive relationships between children, staff and parents.
- The teamwork of staff, led by the manager, and their commitment to ongoing improvement in the learning experiences of children.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- Further develop the curriculum and improve learning so that children can achieve as well as they can.
- Develop approaches to support children to know themselves better as learners.
- Develop more focused self-evaluation leading to improved children's learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the pre-school centre's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the pre-school centre, the local authority will inform parents about the pre-school centre's progress.

Peter Gollogly
HM Inspector

Claire Reilly
Care Inspectorate Officer

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/HappitotsDayNurseryLtdBailliestonGlasgowGlasgowCity.asp>

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

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