

14 June 2016

Dear Parent/Carer

**Glenbervie Kindergarden  
Larbert**

Recently, as you may know, my colleagues and I visited and inspected your child's early learning and childcare (ELC) setting. Throughout our visit we talked to parents and children and we worked closely with the manager and staff. We wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The manager shared with us the ELC setting's successes and priorities for improvement. We looked at some particular aspects of the ELC setting's recent work including children's learning journeys and the recent focus on monitoring. As a result, we were able to find out how good the ELC setting was at improving children's education. I would now like to tell you what we found.

**How well do children learn and achieve?**

We found children excited and happy to come to Glenbervie Kindergarden. Babies and toddlers are happy, secure and benefit from the caring approaches of staff. They enjoy exploring the different areas of the playrooms and respond positively to the interactions of staff. We saw babies communicating happily in their own way with staff, entering into playful games and letting staff know of their likes and needs. Toddlers and tweenies are beginning to appreciate their friends, participate enthusiastically in singing and are eager to explore the world around them. Staff are very responsive to the changing demands of toddlers and work well as a team to provide interesting experiences for them. The attractive outdoor areas and range of potential learning experiences out of doors is a strong feature of learning at Glenbervie Kindergarden for all age groups. Children aged three to five years are active and happily join in with their friends. Most children concentrate well when involved in experiences which are interesting and hold their interest. For example, some children worked well together using a water pump and were focused on how water travels along pipes and gutters. We noticed at other times children not fully engaged, particularly during free play opportunities. We have advised that children need better learning experiences and interaction from staff to motivate and help sustain children's interests at all times. In doing so this will help to extend children's

learning even more. We noticed children being very capable when given responsibility for their own snack and getting ready to go outside. On several occasions children spoke of how to keep themselves safe and healthy. Increasingly children are becoming more involved in helping to plan their learning by working closely with their keyworkers to share their ideas and interests. Children's own achievements within the setting and from home are included in floor books, wall displays and in their individual learning journeys.

Most children are making good progress in early language and mathematics. Babies and toddlers like to sing songs and rhymes with repetitive words and phrases. Staff readily include them in normal conversations about their daily routines and model appropriate language for children to copy. Older children happily talk with their friends and adults and show they know how to take part in conversations by talking about what they know and what they are thinking. Staff have worked hard to improve early literacy experiences for children over the last year. This is having a positive impact on children's improved early writing and mark-making skills. For example, children are recognising and excited about letters they recognise and most attempt to write their name. Children enjoy listening to stories, some can retell the story in their own words and they have great fun with sounds to make up words that rhyme.

Similarly, an emphasis on early numeracy is improving children's skills. Most children count confidently and apply these skills when helping with snack menus or playing games. A few understand how to add one or two digits and come to the correct answer. Children are learning about the concept of money and use coins at the local shop to buy items such as flour for baking activities. We have suggested to staff to broaden children's experiences in early mathematics and help children use this learning in meaningful ways particularly using the potential of the outside garden.

### **How well does the early learning and childcare setting support children to develop and learn?**

We found staff had very positive relationships with babies, toddlers and young children. Staff show sensitive, appropriate support to all children. The keyworker system helps staff be more aware of each child's developmental and learning needs. We know that staff work hard to include you in your child's learning through their individual learning journey folders and floor books which give additional useful information of your child's learning journey. Where children need extra help to learn, staff work with parents and other professionals to set agreed targets for children to work towards. Staff working with children under three years use national guidance to plan for children's learning. They are developing their approaches to planning and recording of children's learning experiences through play. Staff working with children aged three to five years use Curriculum for Excellence to plan for children's learning. Good use is made of the local community, parents and visitors to enrich children's experiences. As a result, children have been learning Spanish, enjoying time with a music teacher and physical activity specialist, and have been visiting the local garden centre to learn how to take care of plants and seeds in the garden. Older children regularly go on a Woodland Walk to the local woods. Positive steps are taken by the lead practitioner to plan the outing and discuss any potential risks

before and during this outing with children at a level which they understand. Positive work has been undertaken in literacy, numeracy and health and wellbeing which is helping to identify children's progress. However, staff now need to focus more on planning and extending children's learning experiences to ensure depth and progression in other areas of the curriculum.

### **How well does the early learning and childcare setting improve the quality of its work?**

Staff and management team are committed to improving the quality of the kindergarden. The staff team work well together and are well supported by the manager and depute. Staff are able to access regular training opportunities to increase their skills and knowledge. We have asked the senior team to further develop staffs' skills in assessing and reporting to help ensure children make continuous progress across all areas of their learning. The senior management team have developed good systems over the last year to monitor and evaluate the work of the kindergarden. Significant improvements have been made to essential procedures to keep children safe and healthy, and monitoring of playroom practice is now a regular feature. As a result, children are now making better progress in key areas of literacy and numeracy. Consultation with parents has developed different approaches to how you receive essential information, including the use of social media.

During the previous Care Inspectorate inspection, the setting had no requirements and one recommendation. This recommendation has been met. As a result of this inspection, there are no requirements and no recommendations.

Our inspection of your ELC setting found the following key strengths.

- Confident happy children who enjoy their learning experiences.
- Staff who create a positive ethos and have caring relationships with children.
- The use of the outdoor environment and local community to enrich children's learning.
- Teamwork of staff, led by the management team, in taking forward improvements in the setting.

We discussed with staff and the education authority how they might continue to improve the ELC setting. This is what we agreed with them.

- Continue to develop the curriculum taking full account of national guidance to ensure children make the best possible progress.
- Develop staff skills to interact more effectively with children to extend learning and in recording and assessing of children's progress.

## **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the ELC setting'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 ELC, Falkirk Council will inform parents about the setting's progress.

Elizabeth Paterson  
HM Inspector

Fiona Stewart  
Care Inspector

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

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

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help early learning and childcare (ELC) settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the ELC setting. You can find these quality indicators in the publication *Child at the Centre(2)*<sup>1</sup>. Following our inspection of each ELC setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish ELC settings are doing.

Here are the evaluations for **Glenbervie Kindergarden**

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the ELC setting

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

Here are the Care Inspectorate's gradings for **Glenbervie Kindergarden**

<b>Quality of care and support</b>	<b>very good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>

There were no requirements or recommendations as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenbervieKindergartenLarbertFalkirk.asp>.

[http://www.careinspectorate.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489)

<sup>1</sup> *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears\\_tcm4-684267.pdf](http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf)