Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
Glenlee Primary School Nursery Class
South Lanarkshire Council

4 May 2005
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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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

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.

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report you should write either to the Care Commission or to HM Inspectorate of Education at the address below. If you are still dissatisfied with our services, you can contact your member of the Scottish Parliament (or, if you prefer, any other MSP). You can also contact the Scottish Parliamentary Ombudsman. The Ombudsman is fully independent and has powers to investigate complaints about Government departments and Agencies.

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Care Commission
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Introduction

Glenlee Primary School Nursery Class was inspected in January 2005 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. The nursery catered for pre-school children aged three to five years. At the time of the inspection the roll was 45 with five full-time places for children with hearing impairment.

The environment

Standard 2

The accommodation, which consisted of two playrooms with toilet area, a cloakroom and parents’ room, provided a secure, welcoming and stimulating environment. Staff displayed children’s work and information for parents attractively throughout the nursery. They organised the playroom areas well, creating opportunities for children to play independently and in small groups. However, the space available for some popular activities such as the home corner was too small. Children had timetabled use of the gym hall and the secure, well-resourced outdoor play area provided opportunities for a range of stimulating play activities. Staff should continue with plans to make even better use of this area.

The nursery had a good range of resources which were well maintained. Staff should now develop records of maintenance to support this practice. Useful risk assessments had been developed for outdoor play and outings. However, the arrangement for storing chairs in the gym hall presented a potential hazard and should be assessed for risk.

Systems were in place for infection control and cleaning. However, staff should ensure that procedures are fully implemented. Some staff had been trained in food handling. The headteacher should continue with plans to arrange for all staff to be trained and to secure advice from the relevant agency about the use of appropriate cleaning materials.

Quality of children’s experience

Standard 4 & 5

Staff had developed positive relationships with children. They interacted well with children in some play activities, building their confidence and self esteem. However, they did not always make sufficient use of questions to support and extend children’s learning. Most children cooperated well with staff and one another. There was an appropriate balance between activities children could choose themselves and those led by adults.
Staff planned a range of activities which interested most children. Others needed more challenge. Staff were improving their approaches to planning and assessing children’s learning to take greater account of children’s needs and interests. They were beginning to use assessment information more effectively to plan the next steps in children’s learning. Staff shared children’s progress with parents through informal discussions, meetings and written reports.

Features of the programmes for children included the following.

• Staff provided a good programme for emotional, personal and social development. They encouraged children to take some responsibilities, to follow simple rules and to show consideration towards others. Some new children needed better support to settle into nursery routines. Most children were developing appropriate social skills and showed an awareness of the rules of safety and hygiene. Staff were developing children’s opportunities to exercise choice in their play activities.

• The programme for communication and language was good. Staff provided very good opportunities for children to develop early writing skills through play. Many children could recognise their name and some could write it. Staff provided regular opportunities for children to listen and enjoy stories and rhymes. Most children listened carefully and responded appropriately to questions. Some talked readily to staff and one another but needed more experience in talking for a wider range of purposes.

• Staff provided a good programme to develop children’s knowledge and understanding of the world. Children had good opportunities to develop number skills and identify colours. Opportunities to observe, investigate and solve simple problems were being developed. Staff needed to provide more interesting resources and activities to encourage children’s curiosity. Children had access to computers to support their learning. They had regular outings to local places of interest and visitors to the nursery, such as the community police, to extend their learning.

• The programme for expressive and aesthetic development was good. Children played enthusiastically in the home corner and ‘fruit shop’. Staff provided regular opportunities for children to sing songs and some children used musical instruments. In art and craft, children were developing skills in painting, drawing and gluing. Overall, staff did not encourage children to express their own thoughts and feelings in music often enough.

• The programme for physical development and movement was good. Staff encouraged healthy eating at snack time and shared this information with parents. Children used a range of toys and equipment to develop control of their fingers and hands. Staff were developing good opportunities for children to experience regular energetic play. This included children taking part in weekly large-scale play in the school gym hall. Staff needed to improve the organisation of these opportunities to extend children’s skills in using the equipment safely.
Support for children and families

Staff had established very good relationships with parents and carers and responded positively to any concerns raised. Parents were well informed about the work of the nursery through a range of communications such as notices, newsletters and photographs. Parents seen on the day of the inspection, and those who responded to the pre-inspection questionnaire, were well satisfied with the work of the nursery. The management team and staff were very committed towards involving parents in all aspects of the nursery’s work. They provided a good range of opportunities throughout the year to enable parents to support their children’s learning at home. This included enabling parents to borrow lap-top computers and software from the nursery.

The depute headteacher coordinated effective links with other agencies in order to support children and families. Specialist support staff worked closely with nursery staff to meet children’s needs. Children with additional support needs, including those with hearing impairments, were well supported and included in the life of the nursery. An effective programme was in place to ensure the smooth transition of children from nursery to primary school. Children made regular visits to the primary school and information on their progress was shared with the P1 teacher. Links were established with children entering P1 from other nurseries to ensure continuity in their learning. Commendably, home visits were organised for children who had not attended nursery.

Management

The headteacher provided very good leadership. He was highly committed to providing good quality care and education for children and had established very good relationships with parents, staff and children. He actively and successfully promoted the inclusion of the nursery into the life of the school. His open and participatory management style supported staff in their professional development and in identifying areas for development within the nursery. He was ably supported by the new management team and they valued highly the commitment and teamwork of the nursery staff.

An effective system for staff development and review was in place, providing opportunities for further staff training. Staff demonstrated a very good awareness of their roles and responsibilities in relation to child protection. They were aware of the Scottish Social Services Council and its Codes of Practice. Overall, a good range of policies and procedures was in place to ensure the care and welfare of children. However, some policies and recording procedures needed to be reviewed and amended. The complaints policy did not include a timescale for responding to parents and the administration of medication guidance had not been updated to reflect local authority procedures. Forms for recording children’s attendance on a full-day basis should be revised for ease of reference, and the staff register should be further developed. The informative, nursery handbook should be updated to include information about the nursery’s role in protecting children.
Good progress had been made in evaluating the quality of the nursery’s work and appropriate priorities for improvement had been identified within the development plan. These were being successfully implemented. The headteacher and management team should continue to implement rigorous and systematic monitoring and self-evaluation procedures which involve all staff, parents and children.

Key strengths

- Very good relationships between and among staff, parents and children.
- Effective links with other agencies enabling very good support for children and families.
- Very good transition arrangements from nursery into primary, to ensure continuity in children’s learning.
- Effective leadership and the hardworking and committed staff team.

Other Issues

Response to recommendations or to requirements made at previous inspection

Of the eight recommendations made in the last report, four have been implemented, one partially implemented and three remain under development.

Recommendations for improvement

- The headteacher and staff should address the health and safety issues identified in this report and revise and improve policies and recording procedures as stated.
- In line with current developments, staff should continue to improve planning and assessment approaches to take greater account of children’s needs and interests.
- Staff should continue to improve the quality of children’s learning experiences as highlighted within the report.
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.

Anne Jenkins  
Care Commission

Sheena McGhee  
HM Inspectorate of Education