

**Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
St. Peter's Primary School Nursery Class
Renfrewshire Council**

10 December 2003

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.

National Care Standard	Child at the Centre Quality Indicator
Standard 2 – A Safe Environment	Resources
Standard 4 – Engaging with Children	Development and learning through play
Standard 5 – Quality of Experience	Curriculum Children’s development and learning
Standard 6 – Support and Development	Support for children and families
Standard 14 – Well-managed Service	Management, Leadership and Quality Assurance

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 Director of Education and Leisure. 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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Introduction

St. Peter's Primary School Nursery Class was inspected in September 2003 as part of the integrated inspection programme by the Care Commission and HM Inspectorate of Education. An inspection of the primary school was carried out at the same time by HMIE and is the subject of a separate report. The nursery catered for children from age three to five years. At the time of the inspection the roll was 37.

The environment

The nursery was set within two former classrooms of St Peter's primary school. The accommodation was secure and suitable to meet the needs of the children. Both playrooms were bright, clean, stimulating and comfortable. The layout of the nursery allowed the children to play independently, and also to meet in both small and large groups. Staff made effective use of the available space inside and outside the premises.

Equipment was observed to be clean and well maintained, and staff had taken steps to control the spread of infection. The nursery had neither an access ramp nor a disabled toilet. The education authority was committed to provide both of these facilities and had an ongoing programme to address them.

Quality of children's experience

Relationships between staff and children were very good. Staff had a sound knowledge of children's development and learning. They intervened effectively to support and extend children's learning. Staff had very good procedures for planning children's experiences. Observations and records were detailed and used well to monitor progress. Next steps in learning were clearly identified and taken into account in planning. Staff kept parents well informed about their children's progress. Information was shared, as appropriate, with other agencies.

Staff provided a range of stimulating activities in the key aspects of children's development and learning. There was a good balance of activities chosen by children and those directed by adults. Children were well motivated and concentrated for extended periods of time. They played happily by themselves or together.

- The programme for emotional, personal and social development was very good. Children had settled very well into the nursery and had a good understanding of the daily routines. They related well to one another and were making good progress in developing social skills. Staff used praise effectively to develop children's self-esteem and confidence.
- The programme for communication and language was very good. Staff provided a range of good opportunities for children to develop skills in early reading and writing through play. Children talked confidently to staff and to one another. They listened well for a variety of purposes. Story sacks had been purchased last session to enhance links between home and the nursery.
- The programme for developing children's knowledge and understanding of the world was very good. Staff provided a well-planned range of interesting themes. They encouraged the development of children's natural curiosity. Children were developing good skills in early mathematics through a range of appropriate activities, including computer programmes, number rhymes and action songs. Staff had carried out an audit of problem solving last session and as a result problem-solving activities were built into all areas of the curriculum.
- The programme for expressive and aesthetic development was very good. Children had good opportunities to express themselves through a variety of art and craft activities and role-play. They took part in musical activities enthusiastically and performed for parents and the community on a regular basis.
- The programme for physical development and movement was very good. Children had good opportunities for energetic play. They used large play equipment outside and had use of the school gymnasium on wet days. They were developing very good hand control through using a wide range of equipment.

Support for children and families

Staff knew children very well and provided effective support for them and their families. Relationships with parents were very good. Parents and carers who responded to the questionnaire expressed a high degree of satisfaction with the service.

Parents and carers had regular opportunities to talk informally with staff. They were informed about the work of the nursery, and also about their child's progress, through informal communication and more formal consultation. The depute head teacher liaised with outside agencies to provide support for children with special educational needs.

Management

The nursery was very well led. The depute head teacher demonstrated effective leadership qualities and communication skills. She was strongly committed to the nursery and shared her vision for its future development with staff. She was well organised, approachable and highly respected by parents.

The nursery had a comprehensive range of policies and procedures, which were accessible to staff and parents. However, the depute head teacher should now review systems for formally recording accidents and incidents.

Staff were well deployed and worked hard to develop the quality of the service. The nursery had effective recruitment procedures in place to ensure the safety of children. The nursery was appropriately staffed. All staff were qualified and were continuing to develop their knowledge, skills and experiences through attending a range of appropriate training courses.

Key strengths

- High quality interactions between staff and children.
- Effective planning and assessment procedures.
- The high quality of programmes in the key areas of children's development and learning.
- Effective management and leadership.

Recommendations for improvement

- The depute head teacher should review systems for formally recording accidents and all incidents.

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.

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